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ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains fifty-seven resumes announcing ongoing curriculum development and research projects funded by the Vocational Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

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Resources in Vocational Education

10

1977 Volume 10 Number 1

ED149015

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EDUCATION & WELFARE
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CE 013 241

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Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the AIM/ARM Project under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor, Director
The Center for Vocational Education

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Sample Document Resume

ED 126 314 95 CE 007 445
Schroeder, Paul E., Ed.
Proceedings of a Symposium on Task Analyses/Task Inventories.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-102-987
Pub Date 75
Grant—OEG-0-74-1671
Note—131p.; Symposium held at the Center for Vocational Education, Ohio State University, November 17-18, 1975; Page 121 will not reproduce well in microfiche due to small size of type
Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number UN-10, $9.75)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Conference Reports, Cost Effectiveness, Curriculum Development, *Job Analysis, Performance Criteria, Performance Tests, *Research Methodology, Speeches, Symposia, Systems Approach, *Task Analysis, Test Construction
Identifiers—*Task Inventories

In November 1975, a group of 158 persons met in Columbus, Ohio, to discuss the processes and techniques of job task analysis and the use of task inventories. The papers presented at the symposium are reproduced in this document as prepared by their authors. For the two speakers who did not prepare papers, only references to papers previously published by them are provided. The titles of the papers are: Formats and Strategies in Information Tasks; Task and Content Analysis Methods—An Expanding View; The Job Analysis Technique of the U.S. Employment Service; Functional Job Analysis; The Comprehensive Occupational Data Analysis Program; The Position Analysis Questionnaire: From Theory to Research Practice; Information Mapping: How it Helps Task Analysis; The Marine Corps Task Analysis Program; Occupational Analysis in the U.S. Air Force; The Instructional Systems Model of the Vocational-Technical Education Consortium of States Used to Develop Performance Objectives, Criterion-Referenced Measures and Performance Guides for Learners; The Development of Job Task Inventories and Their Use in Job Analysis Research; Methods for Curriculum Content Derivation; Task Systems Analysis; Job Task Analysis in Text and Test Development; and Task Analysis: The Basis for Performance Tests and Instructional Design. (NJ)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution index to locate documents in a specific field or produced by a particular author or institution.

ED 123 333 CE 005 116

Management Workshop for Alcohol Safety Action Project: Instructor's Guide.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Note—32p.; For the Project Director's Handbook, see CE 005 117; For the Leader's Management Workshop Proceedings, see ED 114 472

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrator Education, Administrator Guides, Administrator Responsibility, *Alcohol Education, Alcoholism, Guidelines, *Program Planning, Projects, Safety, Teaching Guides, *Traffic Safety, *Workshops

Identifiers—*Alcohol Safety Action Projects

The instructor's guide is part of a series designed to help project directors in the management of Alcohol Safety Action Projects (ASAP) through management workshops. Workshops will discuss certain phases of the ASAP including National Highway Traffic Safety Administration (NHTSA) organizational and supportive efforts, countermeasures, administration, and evaluation projects. A checklist for conducting the workshop is provided in the form of suggestions for activities before, during, and after the workshop. Five units for workshop training suggest teaching units concerned with the following areas: NHTSA countermeasures programs, countermeasures, administrative support, evaluation, and workshop summary. Each unit provides outlined information on the type of presentation, time allotted, training aids needed, references, objective, and suggested instructor aids. A summary of responses from 25 participants in a previous ASAP workshop is included. (EC)

ED 123 334 CE 005 117

Handbook for Project Directors: Alcohol Safety Action Projects.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date—Aug 71

Contract—DOT-HS-003-1-003

Note—303p.; Figure 4.2 may not reproduce in microfiche due to small size of type; For the Instructor's Guide, see CE 005 116; For the Leader's Management Workshop Proceedings, see ED 114 472

EDRS Price MF-$0.83 HC-$16.73 Plus Postage.

Descriptors—Accident Prevention, *Administrator Education, *Administrator Guides, Administrator Responsibility, *Alcohol Education, Alcoholism, Guidelines, Management, *Program Planning, Projects, Resource Guides, Safety, *Traffic Safety

Identifiers—*Alcohol Safety Action Projects

The handbook is part of a series that provides project directors with a comprehensive guideline for the management of Alcohol Safety Action Projects (ASAP). It also serves as a reference on the background knowledge, procedures, and general information needed for organizing, planning, project control, evaluation, and implementation. Chapter 1 outlines the nature of the alcohol problem as it relates to highway safety and reviews the alcohol countermeasures program concept. Chapter 2 describes the organization and administration functions and related areas with which the ASAP director will be concerned. Chapter 3 discusses the six countermeasure activity areas (rehabilitation, enforcement, judicial, legislative and regulatory, licensing and regulation, and public information and education) with emphasis upon each functioning within its own milieu, providing the director with sufficient knowledge of each countermeasure activity area to enable him to understand problems and considerations leading to the integration and coordination of project countermeasures into ASAP. Chapters 4 and 5 analyze the planning and project control of ASAP management. The evaluation function and its importance to the ASAP are discussed in Chapter 6. Chapter 7 describes some of the considerations and concerns of the project director for the continuation of successful project activities. The lengthy appendix includes a resource list. (Author/EC)

ED 123 335 CE 005 733

Communications Strategies on Alcohol and Highway Safety. Volume I. Adults 18-55. Final Report.

Grey Advertising, Inc., New York, N.Y.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.; National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Report No.— DOT-HS-801-400

Pub Date—Feb 75

Note—224p.; For Volume II, see CE 005 734

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-241-258; MF $2.25, HC $7.25)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Accident Prevention, *Adults, Alcohol Education, Communication (Thought Transfer), Community Action, *Drinking, Interpersonal Relationship, Interviews, Mass Media, Questionnaires, Social Action, Social Relations, *Statistical Studies, Tables (Data), *Traffic Safety

Identifiers—*Communications Strategies, Drinking Drivers, Target Populations

The first part of a two-part, two volume study deals with adults aged 18-55 and identifies target populations and communications strategies for encouraging personal action steps to prevent drunk driving. Fully 54% of adult Americans participate once a month in social or business situations where alcohol is served. They are termed Alcohol Related Situations(ARS)-Involved. This group has the potential for controlling drinking or restraining drunk drivers. The types of measures they are willing to take are restricted to friends and relatives, and include offering to drive, inviting the person to stay over, calling a taxi, and serving food with liquor. Findings, reported largely in tabular form, and recommendations are based on personal interviews with a national probability sample of 1,600 adults. Target populations for advertising are differentiated on the basis of life styles and personality profiles. A Technical Appendix contains: Schematic Flow Chart of Study Operations, Sample Design and Field Procedures, Sample Weighting, Sample Tolerances, U.S. Population Estimates, R Factor Analysis, Q Segmentation Analysis, Validation of Q Analysis, Development of Personality Scores, Fact and Attitude Battery–Full Scale, and a 21-item bibliography. Also included are copies of the interview forms. (NTIS)

ED 123 336 CE 005 734

Communications Strategies on Alcohol and Highway Safety. Volume II. High School Youth. Final Report.

Grey Advertising, Inc., New York, N.Y.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.; National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Report No.— DOT-HS-801-401

Pub Date—Feb 75

Note—120p.; For Volume I, see CE 005 733

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-241-259; MF $2.25, HC $5.25)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Accident Prevention, Alcohol Education, Communication (Thought Transfer), Community Action, *Drinking, *High School Students, Interpersonal Relationship, Interviews, Mass Media, Questionnaires, Social Action, Social Relations, *Statistical Studies, Student Attitudes, Tables (Data), *Traffic Safety

Identifiers—*Communications Strategies, Drinking Drivers, Target Populations

The second part of a two-part, two volume study deals with high school youth and identifies target populations and communications strategies for encouraging personal action steps to prevent drunk driving. Data, collected from interviews and questionnaires, are summarized and presented in tabular form. One fourth of high schoolers in a representative sample of 397 taken from 25 locations in the U.S. said they had driven once or twice when they knew they were too drunk to drive. About 32% said they rode in cars driven by a heavily drinking driver at least once a month. The youth believed their driving skills were relatively unimpaired by alcohol and that serious consequences do not exist for teen drunk drivers. Results were used to construct a personality profile of Alcohol Related Situations-(ARS)-Involved Youth. Findings indicate that education programs should be aimed at correcting current misconceptions about drinking and driving and should depict personal action to prevent drunk driving as acceptable, expected behavior in the peer group. A Technical Appendix contains: Schematic Flow Chart of Study Operations, Sample Design and Field Procedures, Sample Tolerance, Development of Personality Scores, and a 21-item bibliography. The interview and questionnaire forms are also included. (NTIS)

ED 123 338 CE 006 889

Suter, Larry E. And Others

Birth Expectations and Working Plans of Young Women: Changes in Role Choices.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Note—105p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Birth Rate, *Family Planning, *Females, Individual Characteristics, Labor Force, *Longitudinal Studies, Mathematical Models, National Surveys, Parent Role, Population Trends, Role Perception, Statistical Analysis, Statistical Data, *Work Attitudes, Working Women, Work Life Expectancy, *Young Adults

The report presents an analysis of changes in childbearing plans of young women and the implications of these plans for understanding labor force behavior as well as predicting fertility levels of the population. Data used were derived from the National Longitudinal Study, a nationally representative survey of 5,000 young women born between 1944-54. The first chapter contains introductory information and summaries of the other three chapters. Chapter Two presents a description of and statistics on the amount of change in level of birth expectations between 1971-73 for 17 to 27 year old women, which amounted to a decrease of about 300 children per 1,000 women. Analysis of behavior and attitudinal changes is presented with an attempt to relate the decline to both stable and changing characteristics of women. Chapter Three develops nonrecursive statistical models to investigate the effects of women's labor force participation plans and fertility expectations on each other. Chapter Four shows that there is a large, statistically significant, inverse relationship between women's age and the effect of their labor force participation plans on their fertility expectations. Appended material includes equations used in the statistical model, references, and 15 tables of statistical data. (Author/MS)

ED 123 339 **CE 006 890**
T and D Publications. Volume 13, Number 7.
International Labour Office, Geneva (Switzerland).
Pub Date—Jan 76
Note—80p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Abstracts, *Adult Education, Foreign Countries, Labor Force, *Management, Manpower Development, Manpower Utilization, Newsletters, Publications, Training, *Vocational Education, Womens Education, *Working Women

Abstracts of material covering a variety of topics regarding vocational and labor development throughout the world are presented in the seventh dispatch. Noted, in particular, are publications regarding women in employment, management functions, recurrent education, and training and the social integration of the handicapped. The first section, News in Brief, contains 34 items from around the world under the following headings: Forthcoming Events, New Policies, New Institutions, Management, Research, Training Standards, Women, Methods and Media, Abstracts Services, and For the Bookshelf. The second section contains 20 substantive abstracts of various publications which present the author, title, bibliographical references, translation if necessary, subject analysis, and contents analysis. The issue also contains indexes for 1975 which include: numerical classification of countries; subject index; authors index; and index by country. A list of the 14 periodical publications from various countries that were abstracted for the first dispatch, 1976, is included. (LH)

ED 123 340 **CE 006 891**
Boukli, Noureddine And Others
Mostaganem Institute of Agricultural Technology: An Educational Innovation.
International Bureau of Education, Geneva (Switzerland).
Pub Date—75
Note—55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Agricultural Colleges, *Agricultural Education, *Agricultural Engineering, *Developing Nations, Educational Development, Educational Objectives, Field Instruction, Foreign Countries, *Program Descriptions, Program Evaluation, Relevance (Education), Student Characteristics, Teaching Methods
Identifiers—*Algeria, Institute of Agricultural Technology, ITA

The document describes in detail the Institute of Agricultural Technology (ITA), established by the Algerian government in 1969 at Mostaganem to train agricultural engineers, and its innovative four year training program. An introduction provides background information and quotes from the governmental guide regarding the Institute. Following chapters include: (1) The ITA–Inception and Organization, outlining training objectives, job priorities, staff, trainee recruitment and characteristics; (2) Outline of Training, examining the four main sections of character development, basic training, specialized training, and training in economics; (3) Training Organization and Teaching Equipment, describing training stages, assessment of knowledge, and teaching materials, audiovisual aids, laboratories, and workshops; (4) Field Training and its Role in the ITA Training System, describing adaptation, common core, third-year, and fourth-year field course categories. Conclusions summarize successful recruitment and teaching methods, problems encountered due to large training quotas, and proposed program changes. The development of the four year training program for agricultural engineers is seen as being closely linked with Algeria's development as a nation. (LH)

ED 123 342 **CE 006 893**
Ressler, Ralph
Career Development Theory and Curriculum Development.
Pub Date—76
Note—17p.; Paper presented to the Annual Meeting of the American Research Association (San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Career Awareness, *Career Education, *Career Exploration, *Curriculum Design, Curriculum Development, *Experimental Curriculum, Intermediate Grades, Junior High Schools, Models, Occupational Clusters, *Pilot Projects, Program Descriptions, Program Development, Program Evaluation, Self Evaluation, Simulated Environment, Simulation
Identifiers—Virginia

The paper describes a Virginia career education project tested in 1974-5 at 10 field sites with sixth through ninth grade students. The simulation-based curriculum, Careers and You, takes a clusters approach to career orientation. Designed for a total school year, the curriculum repeats its sequence of phases so that each is emphasized twice. The phases are: (1) self, (2) work mode, (3) occupational clusters, and (4) educational planning. Once students have identified personality characteristics in general which have a bearing upon work selection, and their own in particular, they look intensely at the work modes appropriate to various personalities, guided by Holland's six work environments: realistic, social, creative, enterprising, intellectual, and conventional. The second and third phases of the course involve youth in simulating each work mode; the third phase uses the 15 USOE occupational clusters as a vehicle and involves youth in discovering the frequency of the various work modes throughout the world of work. Time is given at midyear for educational planning, and during the final weeks of the course, long-term goals and alternate career paths are identified. Base-line and process data have been gathered; the project's third year will be spent in product evaluation. (AJ)

ED 123 345 **CE 006 896**
Grasso, John T.
Vocational Education, Training, and Job Skills for Youth.
Pub Date—23 Apr 76
Note—28p.; Paper presented to the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Educational Needs, Employment Experience, General Education, *High School Graduates, *Job Skills, Job Training, Longitudinal Studies, *Males, *National Surveys, *Noncollege Preparatory Students, Student Needs, Tables (Data), Vocational Education

The paper reports the results of a study which surveyed a national sample of male non-college-bound high school graduates and examined the relationship between vocational and other high school curricular programs and: (1) apparent needs for additional training and (2) kinds of jobs obtained. Data are drawn from the National Longitudinal Surveys of Young Men, a research project sponsored by the Employment and Training Administration (formerly the Manpower Administration) of the Department of Labor. Information used in the study was collected between 1966 and 1969 by personal interviews, along with information collected in a mailed survey of their high schools. Graduates of various high school programs are compared with: (1) their expressed desire for additional post-school training after gaining work experience, (2) the kinds of further training desired, (3) the actual acquisition of such training, and (4) the skill level of first and subsequent jobs. Both tabular and regression analysis are used. Findings can be useful in debating the contributions of vocational components of secondary education and in developing career education programs. (Author/EA)

ED 123 346 **CE 006 897**
Madison Model for Personal Finance.
Portland Public Schools, Oreg.
Contract—26-001-395
Note—77p.; Prepared at Madison High School
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Consumer Education, *Curriculum Guides, Home Economics Education, *Interdisciplinary Approach, *Money Management, Secondary Education, Teacher Developed Materials, *Unit Plan

A unit plan for a course in consumer education, required for graduation from the Portland, Oregon, public schools, is presented in the document. The course, called Personal Finance, covers two semesters and involves instructors in mathematics, social studies, and home economics. The course covers 10 subject areas: (1) money management; (2) spending, saving, investing; (3) credit; (4) advertising; (5) small purchases; (6) insurance; (7) large purchases; (8) consumer and the law; (9) future alternatives; and (10) math tools. Subtopics are presented within each subject area, accompanied by goals; minimum competencies; and minimum, regular, and super performance indicators. (EC)

ED 123 347 **CE 006 898**
Consumer Education Competencies: K-12.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
Pub Date—76
Note—30p.; Prepared by Division of Arts and Humanities

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavioral Objectives, Consumer Economics, *Consumer Education, Consumer Protection, *Curriculum Development, Decision Making, *Elementary Secondary Education, *Performance Based Education, Performance Specifications, Values

The publication represents the result of the Consumer Education Task Force's attempt to develop competencies applicable to a K-12 continuum. It has been designed to provide school district personnel with relevant data to support a comprehensive curriculum development effort; or to support a variety of alternative approaches at various grade levels. Twenty-five consumer education competencies are outlined for the following areas: value system for consumer education, decision-making procedure, rights and responsibilities of the consumer, and the role of the consumer in our economic system. The consumer education competencies are further divided into subcompetencies for the primary, intermediate, and secondary levels. (Author/BP)

ED 123 348 CE 007 014
Stack, Herbert J.
History of Driver Education in the United States.
National Commission on Safety Education, Washington, D.C.
Pub Date—66
Note—60p.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Achievement, Bibliographies, *Driver Education, *Educational History, Federal Legislation, Historical Reviews, National Organizations, *Program Administration, Program Content, *Program Development, Public Support, *Safety Education, Student Evaluation, Teacher Certification, Teacher Education, Traffic Safety

The document contains a comprehensive historical review of the field of driver education, now called driver and traffic safety education, which has been taught in the public schools for more than 30 years. The first of eight chapters traces the early history of safety education from colonial times through the 1940's, including the beginnings of driver education in the mid-1930's. Chapter 2 focuses on contributions to the growth and development of driver and traffic safety education up to 1965 when more than 13,000 schools were giving this type of instruction to over 1,700,000 students. Teacher preparation and certification are discussed in Chapter 3. Chapter 4 presents the local organization, administration, and supervision of driver education programs which led to the development of State-level policies. The remaining chapters deal with measuring student progress (through knowledge and skill tests, driver attitudes, psychophysical testing, and comparative studies), research, support organizations, and the future outlook (from a 1966 perspective). Appended are a list of high school textbooks, and founding dates of 44 State Driver and/or Safety Education Associations. A 152-item bibliography (with a notation that many of the references are out of print) concludes the document. (Author/MS)

ED 123 351 CE 007 023
Bainbridge, J. Sapirie, S.
Health Project Management. A Manual of Procedures for Formulating and Implementing Health Projects.
World Health Organization, Geneva (Switzerland).
Report No.—PN-12
Pub Date—74
Note—280p.
Available from—Q Corporation, 49 Sheridan Avenue, Albany, New York 12210 ($16.20)
Document Not Available from EDRS.
Descriptors—*Guidelines, *Health Programs, Health Services, *Management Systems, *Program Administration, Program Design, Program Development, Program Guides, *Program Planning

The manual presents 16 main steps for health project management, from project formulation through termination. The manual defines a health project as a temporary intensive effort to set up and put into operation a new or revised service that will result in the reduction of specific health or health-related problems. (Typical examples include the construction of a water supply system or the initiation of a malaria control program.) Part 1, Project Formulation, presents the following steps: (1) preparing for project formulation, (2) analyzing the organizational situation, (3) analyzing the health, socioeconomic, and demographic situation, (4) analyzing and projecting the problems, (5) setting the objectives and targets, (6) identifying potential obstacles, (7) designing the strategies, (8) planning the project, and (9) writing the project proposal. Part 2 continues with steps in project implementation: (10) initiating the project; (11) specifying and scheduling the work; (12) clarifying authority, responsibility, and relationships; (13) obtaining resources; (14) establishing the control system; (15) directing and controlling; and (16) terminating the project. Each chapter contains: flow charts and figures depicting the sequence of steps and substeps and their relationship to the entire implementation process, questions and answers, and a description of a fictitious health project. A glossary and list of abbreviations are included. (LH)

ED 123 352 CE 007 024
Educational and Occupational Choice: An Analysis of the Decision-Making Process of Central Nebraska High School Graduates of 1973. Final General Report.
Spons Agency—Nebraska State Colleges, Lincoln. Nebraska State Public Post-Secondary Coordinating Council, Lincoln; Nebraska Technical Community Colleges, Lincoln; Nebraska Univ., Lincoln.
Pub Date—Sep 75
Note—317p.; Not available in hard copy due to print quality of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Academic Achievement, Career Choice, *College Choice, *Decision Making, Educational Experience, Factor Analysis, Family Characteristics, *Followup Studies, *High School Graduates, Interviews, *Occupational Choice, Parent Influence, Post High School Guidance, Social Factors, Socioeconomic Influences, Student Characteristics, Student Opinion, Tables (Data), Teacher Influence, Vocational Counseling
Identifiers—Nebraska

The study developed a pilot interview schedule and analyzed the decision-making process of 326 central Nebraska 1973 high school graduates relative to their educational/occupational choices during the following year. Data were gathered through personal interviews with the graduates and a telephone survey of their parents and were analyzed to discover personal and organizational influences on the decision-making process, specifically: (1) graduates' high school experience and achievement; (2) influence of school personnel; (3) students' information-search activities; and (4) parents' characteristics, attitudes, activities, and degrees of their involvement and of their influence. Also examined were: (1) the various stages in the timing of the graduates' decisions; (2) the financial and nonfinancial factors considered by the graduates, and their effect on the final choice; and (3) the graduates' perceptions of education's purpose and of the school's responsibility for helping students with decision-making. The results were analyzed with reference to the type of postsecondary activity engaged in by the graduates. The report is divided into three sections of approximately equal length: (a) a description of the study and discussion of the findings, (b) 119 tables of data, and (c) copies of the parents' telephone interview and graduates' interview schedules. (Author/AJ)

ED 123 353 CE 007 025
Dickinson, Jonathan
Implicit and Explicit Preference Structures in Models of Labor Supply.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—Dec 75
Note—92p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Consumer Economics, *Economic Research, Graphs, *Income, Labor Economics, Labor Force, *Labor Supply, *Leisure Time, Models, *Research Methodology, Wages, Working Hours

The study of labor supply is directed to a theoretical methodology under which the choice of the general functional form of the income-leisure preference structure may be regarded as an empirical question. The author has reviewed the common functional forms employed in empirical labor supply models and has characterized the inherent preference structures in terms of patterns of expansion paths in the plane of leisure and market consumption. The preference maps for the more tractable models are seen to fall within a well-behaved set of alternative structures that range along a continuum from divergent to convergent patterns of expansion paths. A new class of preference structures, having parallel expansion paths, falls within this continuum. A proposed empirical model for the estimation of the form of the preference structure is adapted from an estimation form developed by Cohen, Rea, and Lerman (1970). This model permits the estimation of sample analogs of expansion paths at different wage rates. The pattern of the estimated path may then be tested against those implied by alternative analytical functions. (Author/EA)

ED 123 355 CE 007 027
Woolschlager, Ruth B., Ed. Harris, E. Edward, Ed.
Business Education Yesterday, Today and Tomorrow. National Business Education Yearbook, No. 14.
Spons Agency—National Business Education Association, Washington, D.C.
Pub Date—76
Note—255p.
Available from—National Business Education Association, 1906 Association Drive, Reston, Virginia 22091 ($10.00)
Document Not Available from EDRS.
Descriptors—Accounting, *Business Education, Career Education, Consumer Education, Cooperative Education, Data Processing, Distributive Education, Economic Education, *Educational History, *Educational Problems, Employment, *Futures (of Society), Office Occupations Education, Office Practice, Stenography, Typewriting, *Yearbooks

A reference for use by preservice and inservice teachers, the fourteenth volume of the National Business Education Yearbook provides an historical view of the development of business education, deals with current issues in the field, and attempts to predict the future for business education. Part 1, "Yesterday," a flashback into the history of business education, traces the historical development of: accounting and data processing, economic emphasis in business education, distributive education, office education, shorthand, typewriting, and business communications. Part 2, "Today," presents selected key issues which currently challenge business educators in: accounting, data processing, cooperative vocational education, distributive education, consumer education, basic business, business law, business mathematics, office procedures, shorthand, typewriting, business communications, and career education. Part 3, "Tomorrow," which highlights some of the future educational concerns, contains three chapters: "Kettering Report: A Challenge to Business Educators," "Economic Literacy," and "Education for Employment." A bibliography is included at the end of each chapter in Part 1. (EA)

ED 123 356 CE 007 028

California Guide to Traffic Safety Education.

California State Dept. of Education, Sacramento.

Pub Date—76

Note—144p.; Photographs will not reproduce in microfiche; pages 131-2 will not reproduce well in microfiche due to smallness of type

Available from—Public Sales, California State Dept. of Education, P.O. Box 271, Sacramento, California 95802 ($3.50 plus tax)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Air Pollution Control, Alcohol Education, *Behavioral Objectives, *Curriculum Guides, *Driver Education, Drug Abuse, Drug Education, Elementary Secondary Education, Handicapped Students, Instructional Media, Program Administration, Program Descriptions, Safety Education, *State Curriculum Guides, Teaching Techniques, *Traffic Safety

Identifiers—California, Motorcycle Safety

The guide proposes an elementary through high school program encompassing many aspects of traffic safety. Chapter 1 presents definitions, instructional goals, behavioral objectives, and K-6 traffic safety concepts coupled with student performance indicators. Various elements of program administration are covered in Chapter 2. Chapter 3 includes concept and student performance indicator charts for a traffic safety curriculum designed to inculcate desirable driver behavior in students. The five program sections are: the driving task, the readiness task, highway emergencies, transportation systems, and improvement tasks. Use of instructional media and programs for the handicapped are described in the next two chapters. Chapter 6 outlines motorcycle safety education and contains a chart of concepts and student performance indicators for motorcycle operation. Similar charts are included for Chapters 7 and 8 which deal with alcohol and drug abuse and air pollution. Appended are: a list of events in the history of vehicular traffic, a chart of action words and phrases for use in driver training (grouped by concept with description or activity and teaching tips), California Laws and Regulations affecting traffic safety education, and forms for use in driver education. A 124-item reference list of books and audiovisual materials concludes the guide. (Author/MS)

ED 123 357 CE 007 029

Levy, Girard W. And Others

Vocational Preparation in U.S. Correctional Institutions: A 1974 Survey. Final Report.

Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.— DLMA-89-39-72-01-1

Pub Date—15 Dec 75

Contract—DL-89-39-72-01

Note—155p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (No price given)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Correctional Education, Correctional Rehabilitation, *Corrective Institutions, Educational Programs, Institutionalized Persons, Job Training, *National Surveys, *Prisoners, Program Content, *Program Effectiveness, Program Evaluation, Questionnaires, Tables (Data), *Vocational Education, Vocational Rehabilitation

A survey involving all United States correctional institutions for male or female, adult or juvenile offenders was conducted to study three potential vocational preparation activities within the institutions: (1) formal vocational training programs, (2) training in prison industries, and (3) training in maintenance and service assignments. Specific information was sought on training goals, programs, practices, numbers participating, staff, and supportive services. Information was obtained from approximately 70% of all institutions through mail survey questionnaires and site-visit interviews with inmates about to be released or paroled. Results indicated that vocational preparation in correctional institutes is generally inadequate; type and size of institution, length of stay of residents, age and sex of residents, distance from a city, racial composition, and security level made little difference on most variables studied. Findings include: only 57% of vocational training programs have outside accreditation; only 32% have adequate facilities; only 50% of program directors considered job skill development as the major program goal; and only 21% provided off-the-job related instruction. Research approach, results, and recommendations are discussed. Survey and interview instruments are appended. It is stated that with a new committeeman and resources, the potential for conducting programs within the institutions is great. (LH)

ED 123 358 CE 007 032

Tella, Alfred

Cyclical Behavior of Bias-Adjusted Unemployment. Methods for Manpower Analysis No. 11.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date—Apr 76

Note—30p.

Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, Michigan 49007 ($1.50 each; 10-25 copies, 10% discount; 26-50, 15% discount; 51-100, 20% discount; over 100, 25% discount)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Business Cycles, Census Figures, Data Analysis, Employment Level, *Employment Statistics, Employment Trends, Error Patterns, Evaluation, Labor Market, Measurement Techniques, National Surveys, Sampling, *Statistical Analysis, *Statistical Bias, Statistical Surveys, Tables (Data), *Trend Analysis, *Unemployment

For one important set of data, namely, the data on unemployment and employment collected by the Census Bureau in its monthly Current Population Survey (CPS), some information on nonsampling error is available that can be used to evaluate the regularly reported labor force figures. The paper is concerned with the nonsampling error that relates specifically to measurement, or response bias (the bias resulting from the interview and enumeration process itself). It examines and tabulates the extent of the response bias and its effect on national estimates of unemployment and employment. Unemployment rates corrected for this bias are estimated and compared with official unemployment rates. Cyclical and secular differences between official and bias-adjusted estimates of unemployment are noted, and the alternative unemployment rates are related to such cyclically sensitive variables as GNP (Gross National Product) gap, wage rates, and labor force participation rates. Census reinterviewing data, up to now unexploited, contain new, potentially valuable economic information. The data indicates that when the official unemployment rate is adjusted, it is consistently and significantly higher, with the gap between the unadjusted and the adjusted rate widening in the most recent quarters. The reinterview data also indicate that the CPS consistently understates total employment. (Author/LH)

ED 123 359 CE 007 042

Suchman, J. Richard DiSario, Martha K.

An Instructional System for Consumer Decision-Making: Teacher's Manual.

Human Resources Research Organization, Carmel, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—73p.; Not available in hard copy due to marginal reproducibility of the original; For related documents, see CE 007 042-044

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Adult Basic Education, *Consumer Education, Decision Making, *Decision Making Skills, Educational Objectives, *Instructional Materials, Learning Activities, Problem Solving, *Teaching Guides

An instructional system is presented for building the competencies of adult basic education students in making consumer decisions, and offers a guide to teachers who wish to design their own decision-making problems for students. The first four chapters provide a brief introduction, discuss the rational consumer decision-making process and the needed consumer decision-making competencies, and describe the model instructional system for teaching the decision-making competencies. Over half of the document is taken up by the final chapter, which presents the instructional model for decision making with suggestions for its use. The model, entitled "Buying a Used Car", presents four levels of instruction: (1) and (2), decision making on the "Can I afford it" level, supplemented by data cards; (3) realistic and complex "buy/don't buy" decision making, supplemented by data cards; (4) real-life decision-making situation of "buyer" and "seller," with no data cards. Instructions for teachers regarding the development of data cards are provided, and performance objectives, teaching strategies, and answer sheets are given. (LH)

ED 123 362 CE 007 046

Walsh, John And Others

Help Wanted: Case Studies of Classified Ads.

Olympus Research Corp., Salt Lake City, Utah.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date—75

Contract—DLMA-21-11-73-28

Note—118p.

Available from—Olympus Publishing Company, 1670 East 13th St. South, Salt Lake City, Utah 84105 ($3.95; 20% discount on quantity)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Employers, *Employment Opportunities, Information Dissemination, Information Needs, Information Seeking, *Information Sources, *Job Applicants, *Labor Market, Manpower Development, *Newspapers, Recruitment, Research, Research Methodology

Identifiers—*Classified Want Ads

The document presents the findings of a study that tested the feasibility of determining whether classified help wanted ads in daily newspapers were an accurate reflection of local labor markets and of significant use to employers and job seekers. San Francisco and Salt Lake City Sunday paper want ads were coded and analyzed from 1968 to 1972 and employers and users of want ads surveyed. The results indicate that, contrary to commonly held assumptions, want ads alone offer a limited and often distorted picture of local labor markets. Six chapters include: (1) Inside the "Help Wanted" Ad Maze, discussing research methods and defining terms; (2) Use of Want Ads by Employers, discussing the value of want ads to employers; (3) Usefulness of Want Ads to Job Seekers, assessing the value of want ads to job applicants; (4) Help Wanted Ads and Local Labor Markets, examining the value of want ads as a source of labor market information; (5) Composition of a Metropolitan Newspaper

Want Ad Section, comparing data from the two-city study with that of a subsequent twelve-city study; (6) Implications of the Want Ad Study, presenting a summary of findings. Summarized survey responses are appended. (LH)

ED 123 363 **CE 007 048**
Gast, Clyde W.
Apprentice Performance Evaluation.
Pub Date—26 Mar 76
Note—6p.; Speech presented at the Annual Illinois State Apprentice Conference (6th, Peoria, Illinois, March 26, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Apprenticeships, *Evaluation Criteria, *Evaluation Methods, Industrial Education, Industrial Personnel, Industrial Training, Personnel Evaluation, *Program Descriptions, Steel Industry, *Student Evaluation

The Granite City (Illinois) Steel apprentices are under a performance evaluation from entry to graduation. Federally approved, the program is guided by joint apprenticeship committees whose monthly meetings include performance evaluation from three information sources: journeymen, supervisors, and instructors. Journeymen's evaluations are made orally to a committee member. Supervisors are required to complete a monthly, nine-item apprentice-performance check list, and may add remarks. The instructor's five-item apprentice-evaluation check list covers the apprentice's performance in his related instruction. The apprentices attend class a minimum of four hours per week on their own time, and receive college credit for courses taken under the program through the area college. Test scores, absences, and other data are recorded in the instructor's evaluation, which is submitted to the supervisor of apprentices every nine weeks. The apprentice's permanent file holds the evaluations, which are used by the Committee to grant or hold raises, toward hours for outstanding performances, to put an apprentice on probation, or to revoke an apprenticeship. The evaluations assure the company of well-prepared journeymen. (The nine performance items on the supervisor's check list and the five items on the instructor's check list are recounted in the speech.) (Author/AJ)

ED 123 365 **CE 007 050**
Salaries of Engineering Technicians and Technologists, 1975. Detailed Industry Report.
Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.
Pub Date—Feb 76
Note—129p.
Available from—Engineering Manpower Commission, Engineers Joint Council, 345 E. 47th St., New York, New York 10017 ($60.00; 10% discount on 10 or more copies)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Educational Background, Educational Experience, Educational Status Comparison, Employment Experience, *Engineering Technicians, *Engineering Technology, Engineers, *National Surveys, *Occupational Surveys, Questionnaires, *Salaries, Statistical Data, Statistical Surveys, Tables (Data), Work Experience

The survey is the fifth in a series covering the salaries of engineering technicians, conducted biennially since 1969. The format for salary presentations is maturity curves in which salary is plotted as a function of years of experience, accompanied by the data tables from which the curves were plotted. The survey covers three groups of personnel under the general category of engineering technicians: (1) graduates of two-year college-level programs leading to an associate degree in technology, (2) nongraduates qualified to perform the same kind of work on the basis of equivalent education and experiences, and (3) graduates of four-year bachelor of technology programs. The first two groups are distinguished between in some of the data tables. Bachelor of technology graduates are called "technologists" and are reported separately. The survey does not attempt to establish salary standards for any industry or employee group; the curves simply show what various sectors of employment were paying as of August 1975. A three-part questionnaire was used (facsimile appended) on which respondents indicated the number of individuals in appropriate boxes of a salary-versus-experience matrix, and the report is based on returns submitted by 630 different establishments employing 61,537 technicians. (Author/AJ)

ED 123 366 **CE 007 101**
Leonard, Ann
The Dual Role of the Student Nurse.
Note—10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Behavior Patterns, *Clinical Experience, Health Personnel, *Medical Education, Noninstructional Responsibility, Nurses, *Nursing, *Role Conflict, Role Perception, Student Behavior, Student Needs, *Student Reaction, Student Teacher Relationship, Teacher Influence, Teacher Role

Many times nursing educators expect students to react in an emergency situation in the same manner that experienced nurses would respond in the same situation. Being held responsible for patients is often overwhelming for nursing students, yet nursing educators expect that they take on this dual role of student and professional in the nursing situation. It is important that the students' human (especially emotional) needs are considered as they begin the nursing process of assessing, planning for, and intervening in patient care. How student nurses react in this real life encounter has an influence on them as well as on the patients. How instructors respond to the students' human reaction can make the difference between a successful and unsuccessful initial clinical experience. The students' fears, their lack of skill and knowledge, their feelings of inadequacy, their identifying with the patients, all set up roadblocks to learning. It is the instructor's role to help students cope with these problems. Instructors should make a concerted effort to get in touch with the feelings of students and to be aware of their dual role as students and as professionals. (Author/LH)

ED 123 370 **CE 007 106**
The Vocational Education and National Institute of Education Amendments of 1976, House of Representatives, Ninety-Fourth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Report No.—HR-94-1085
Pub Date—4 May 76
Note—220p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Educational Legislation, Educational Planning, Educational Programs, *Federal Aid, *Federal Legislation, *Federal Programs, Federal State Relationship, State Federal Aid, *Vocational Education
Identifiers—*Vocational Education Amendments 1976

The 1976 Vocational Education and National Institute of Education amendments of the Vocational Education Act of 1963 are presented, constituting H.R. (House of Representatives) bill 12835. The committee bill contains major amendments increasing the level of Federal funding for the Vocational Education Act, improving the administration of the program, and eliminating sex bias and sex stereotyping as well as a number of other necessary amendments. These amendments, presented in the order of appearance in the bill, deal with: extension of present programs; authorization and allotments; Indians; State administration; Federal administration; advisory councils; general application; definitions; annual accountability reports; evaluation and followup; data collection and use; sex discrimination and sex stereotyping; consolidation; programs for disadvantaged, handicapped, and postsecondary students; homemaking education; national programs; and budgetary considerations. An extensive examination of the proposed amendments and section-by-section analyses are presented. (Author/LH)

ED 123 371 **CE 007 107**
Directory of External-Degree and Other Non-Traditional Programs: A Guide to Their Selection for Drug Abuse Personnel.
Center for Human Services, Washington, D.C.
Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date—Jan 76
Contract—DA-00308-03
Note—29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Adult Education, *Directories, *Drug Abuse, Educational Alternatives, Educational Opportunities, Educational Programs, *External Degree Programs, Individualized Programs, Open Education, Personnel, Post Secondary Education, *Program Descriptions, *University Extension

The directory presents comprehensive information on the availability of 22 external degree programs and other innovative educational programs and is aimed at drug abuse personnel. The programs presented are diverse, with many offering credit for life experience and incorporating a variety of independent learning programs. Programs are arranged alphabetically by college or sponsoring agency for the following States: Connecticut, Florida, Illinois, Iowa, Maryland, Michigan, Minnesota, Missouri, New Mexico, New York, Ohio, Oklahoma, Pennsylvania, Rhode Island, and Wisconsin. The following information is provided for each program: institution; accreditation; degrees offered through the non-traditional program; admission requirements; cost; financial aid available; credits, units, etc., granted for educational or other experiences; methods of student assessment; instructional methods used; educational formats used; graduation requirements; and contact persons. A discussion of the development of external, non-traditional degree programs is also presented. (LH)

ED 123 372 **CE 007 108**
Basualdo, Eugenio A.
Advisory Committees in Vocational-Technical Programs.
Pub Date—Feb 76
Note—52p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Advisory Committees, Educational Development, Educational Planning, *Guidelines, *Technical Education, *Vocational Education

Designed to assist present and future vocational and technical educators in the establishment and use of advisory committees, the paper clarifies the functions of different types of advisory committees in vocational-technical education, identifies areas in which advisory committees may give guidance, discusses the formation of advisory committees, outlines procedures for conducting productive meetings, and identifies ways to reward committee members. The most frequently used advisory committees in vocational-technical education programs are the general advisory committee and the craft advisory; the joint apprenticeship committee is used less frequently. Some areas in which advisory committees may assist include: student recruitment, selection, and placement; program of instruction; public relations; and teacher assistance. Procedures covered include: selection and appointment of members, length of service, orientation of members, duties of the chairperson and secretary, meeting agenda, minutes of meetings, advisory committee recommendations, and member recognition. A sample advisory committee handbook and agenda and several copies of letters are appended. (EA)

ED 123 377 CE 007 113

Boshier, Roger

Factor Analysts at Large: A Critical Review of the Motivational Orientation Literature.

Pub Date—Apr 76

Note—42p.; Paper presented at the Adult Education Research Conference, (Toronto, Canada, April, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Adult Education, Bibliographies, *Educational Research, Educational Researchers, *Factor Analysis, Internal Scaling, *Learning Motivation, *Literature Reviews, Oblique Rotation, Orthogonal Rotation, Reliability, Research Criteria, Research Design, Research Methodology

The methodology employed in 14 motivational orientation studies was reviewed. All studies used either the Education Participation Scale, the Continuing Learning Orientation Index or the Reasons for Educational Participation Scale. Issues discussed concerned factor scoring, factor analysis, rotation, scaling, reliability, and the extent to which the three-factor Houle typology is an accurate representation of reality. There has been some well executed research in the orientation area. However, many deficiencies were identified and it was recommended that future orientation researchers emulate the strengths but avoid the weaknesses. A 50-item bibliography is included. (Author)

ED 123 379 CE 007 115

Cookson, Peter S.

A Study of the Educational and Occupational Determinants of Occupational Achievement of Mexican American Small Businessmen in Chicago.

Pub Date—9 Apr 76

Note—22p.; Paper prepared for the Adult Education Research Conference (Toronto, Ontario, April 9, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Achievement, Adult Learning, *Business, Business Skills, *Educational Background, Educational Experience, Interviews, *Mexican Americans, Nonformal Education, Relevance (Education), Spanish Americans, *Success Factors, *Work Experience

Identifiers—Illinois (Chicago), *Small Businesses

In light of the gap in the existing literature regarding the effects of participation in various educational activities on occupational performance, the major concern of the study was to determine how the factors of formal educational attainment, work experience, and nonformal educational participation, as mediated by the social psychological variable of individual modernity and the behavioral variable of business practice adoption, contribute to occupational achievement. In the model design, the primary dependent variable was occupational achievement; the intervening variables were business practice adoption and individual modernity; the adult learning attributes were nonformal educational participation and work experience; and the pre-employment condition was formal educational attainment. The study was conducted by means of structured interviews of Mexican American businessmen in the three most populous Mexican American enclaves in Chicago. Although the standardized beta coefficients and the coefficients of determination for the hypothesized paths of influence among the variables revealed a marked lack of predictiveness of many aspects of the model, the study was able to provide evidence of the significance of nonformal educational participation to business practice adoption and, via that mediating variable, to occupational achievement. (Author/JR)

ED 123 382 CE 007 118

Spikes, William Franklin

A Comparative Study of Selected Faculty and Student Perceptions of the Quality of On-Campus and University Extension Courses.

Pub Date—8 Apr 76

Note—45p.; Paper presented at the Adult Education Research Conference (17th, Toronto, Ontario, April 8, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Analysis of Variance, *Comparative Analysis, *Course Evaluation, Credit Courses, *Educational Quality, Faculty Evaluation, Geographic Location, Higher Education, Intelligence, Off Campus Facilities, Questionnaires, Statistical Analysis, Student Attitudes, Teacher Attitudes, *Universities, *University Extension

Identifiers—Northern Illinois University

The study was designed to compare the quality of on-campus and off-campus courses of Northern Illinois University based upon the perceptions of selected faculty members and students. Two groups of students, 428 on campus and 516 off campus and 23 faculty members participated in the study. During the 1974-75 academic year, the sample responded to a 93-item instrument which elicited demographic information and an evaluation of the course elements and also contained a measure of intellectual ability (the Quick Word Test partial scale). Findings tended to support earlier research indicating that faculty members generally thought on-campus education was at least of an equal quality with that offered off-campus. Student responses differed significantly with earlier studies which supported the concept that off-campus education was of equal or greater quality than its on-campus counterpart. Students in this study indicated that on-campus courses were of a far superior quality when compared to similar ones off-campus. Responses were analyzed by using a one-way analysis of variance, a two-way analysis of variance, a dependent-test, and a Scheffe analysis for multiple comparisons. The report lists 27 references and includes a five-page bibliography. (Author/MS)

ED 123 386 CE 007 122

Wolverton, John B., Jr.

The Effect of an Articulation Workshop on Public School Personnel Knowledge of and Attitudes Toward Educational Programs and Practices of the Sponsoring Technical Institute.

Pub Date—Apr 76

Note—16p.; Paper presented at the Adult Education Research Conference (Toronto, Ontario, April 7-9, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Analysis of Variance, *Attitudes, Attitude Tests, Changing Attitudes, Community Colleges, Comparative Analysis, Control Groups, Counselor Attitudes, Experimental Groups, Followup Studies, *Knowledge Level, Post Testing, Pretesting, *Program Effectiveness, Research Design, *School Personnel, Statistical Data, Teacher Attitudes, Technical Institutes, *Workshops

A quasi-experimental design was employed to determine the effects of a workshop, designed to familiarize teachers and counselors with a technical institute in the North Carolina Community College System, on knowledge and attitudes related to the programs and practices of the institution. Subjects were assigned to experimental and control groups by county of employment and teaching level using a randomly stratified plan. The Test for Evaluation and Planning (TEP), developed for the study, was administered as a pretest for the experimental group, a post-test for the control group, and a four-month followup of the experimental group. Null hypotheses were tested for effects on the criterion variables knowledge and attitudes, their relationship to selected variates, and their durability over time. The variates county of employment, teaching level, prior educational experience with the institution, sex, race, and degrees were not found to be significantly related to changed attitudes. However, race was significantly related to performance on a test of knowledge. A four-month followup indicated significant losses in knowledge and attitudes from post-testing but both remained significantly more positive than for the control group. The major conclusion was that the workshop had created durable changes in attitudes and knowledge. (Author/MS)

ED 123 391 CE 007 127

Helwig, Carl

The Five Point Scale on Graduate Students Evaluations of Instructor Performance.

Pub Date—[Apr 76]

Note—5p.; Paper presented at the Adult Education Research Conference (Toronto, Ontario, April 7-9, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Graduate Students, *Rating Scales, *Statistical Analysis, Statistical Data, *Statistical Studies, *Student Evaluation of Teacher Performance, Student Opinion, Teacher Evaluation, Teacher Rating

Identifiers—*Five Point Scale

The five point scale is the most frequently applied scaling used in the current practices for evaluating instructor classroom performance through graduate student observations. Hence, the investigation addressed itself toward determining, through a series of 55 computerized exact randomization tests, at what degree of mean differences would several graduate student reported classroom means produce statistical significance at alpha .05 on a one-tailed test in either direction. Obviously, the primary intent was to sort out nonrandom from random reported observations so when an instructor compared two means on himself from two classes or a comparison between two instructors and their reported means were compared, such evidence was to be nonrandom rather than random as usually required in behavioral theory and analysis. The results indicated that an instructor would have to have a mean difference between 2.25 and 2.50 to assure himself reasonably that the reported observations on him were nonrandom. The simulated results revealed several severe constraints with the five point scale, making its practical application and interpretation most questionable. Two references are listed. (Author/JR)

ED 123 395 CE 007 132

Lecht, Leonard A.

Evaluating Vocational Education–Policies and Plans for the 1970s. With an Annotated Bibliography.

Pub Date—74

Note—194p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 ($15.00)

Document Not Available from EDRS.

Descriptors—Abstracts, *Annotated Bibliographies, *Educational Assessment, Educational Finance, Educational Needs, *Educational Planning, Educational Policy, Educational Research, Employment Opportunities, Enrollment Trends, Evaluation Criteria, Manpower Needs, *Program Evaluation, Resource Allocations, Socioeconomic Background, Statistical Data, Student Characteristics, *Vocational Education

The book is concerned with policy issues and related analytical problems involved in the evaluation of vocational education. It is based on a study undertaken by the National Planning Association for the U.S. Office of Education and the National Advisory Commission on Vocational Education. An analysis of available information dealing with the policy implications of vocational education is presented in six chapters. National priorities, students and enrollments, and a look at program success indicators and the future are part of the introductory chapter. Chapters 2 through 6 contain detailed discussions of vocational education subtopics related to: the socioeconomic background of students; changing enrollments; career opportunities, manpower projections, and planning; finances and priorities; and evaluations of vocational education. Appended are eight tables of statistical data and a 65-page annotated bibliography. The bibliography contains items dealing with and arranged according to the subject areas covered in chapters 2 through 5. For the majority of research studies and reports listed, a brief abstract describing purposes, procedures, and findings is included. The book also contains indexes to the text and to the annotated bibliography. (Author/MS)

ED 123 398 CE 007 135

Resource Materials for Home Economics Education in Pennsylvania Schools. Home Management and Family Resources Book 3.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date—71

Note—74p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Adult Education, Bibliographies, Consumer Education, Curriculum Guides, Educational Objectives, Elementary Secondary Education, Evaluation Methods, *Family Resources, *Home Economics Education, *Home Management, *Learning Activities, *Money Management, Post Secondary Education, Resource Materials, Teaching Techniques

The teacher directed guide presents resource materials for developing home economics curricula in Pennsylvania schools related to home management and family resources. Home management is described as the decision-making aspect of homemaking, requiring conscious planning, control, and evaluation of family resources to achieve satisfying family living in today's complex society. Objectives and learning activities are listed under the following concepts by age level: (1) Consumer Role; (2) Values, Goals, and Standards; (3) Use of Resources; (4) Resource Management; (5) Managerial Processes–Decision-Making and Alternatives; (6) Managerial Processes–Planning and Implementation; and (7) Managerial Processes–Pay-Offs. Age levels include: kindergarten through elementary; middle school or junior high school; high school; postsecondary; and adult. Learning activities provide the following information: generalizations; supportive learnings; sampling of pupil experiences, including evaluation; and suggestions to the teacher. A bibliography lists 41 references under the following headings: student references; teacher references; magazines, films, filmstrips; pamphlets, booklets, and visuals; and transparencies. (LH)

ED 123 400 CE 007 137

Gallion, Leona M. Kavan, C. Bruce

A Comparison of Gregg Diamond Jubilee and Century 21 Shorthand.

Pub Date—22 Apr 76

Note—9p.; Paper presented at the Adult Educational Research Association Annual Meeting (San Francisco, California, April 22, 1976); For related document, see CE 007 138

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Comparative Analysis, Evaluation Criteria, *Instructional Systems, Statistical Analysis, *Stenography, Tables (Data), Teaching Methods, Textbooks

Identifiers—Century 21 Shorthand, Gregg Diamond Jubilee Shorthand

A comparison of the components of the Gregg Diamond Jubilee shorthand and Century 21 shorthand systems was studied based on the 2,500 most frequently used words in business and communications. Comparisons were analyzed for the following areas: (1) number of class sessions necessary to teach the theory portion of the system, (2) number of words which are written with special abbreviation, and (3) difference in writing the symbols based on the average number of strokes per word. Another aspect of the comparison is based on a random analysis of practice materials. The discussion is supported by six tables which tabulate comparative data. (Author/EC)

ED 123 401 CE 007 138

Kavan, C. Bruce Gallion, Leona M.

A Computerized System for the Development, Analysis, and Comparison of Diamond Jubilee and Century 21 Shorthand Dictation Materials.

Pub Date—22 Apr 76

Note—22p.; Paper presented at the Adult Educational Research Association Annual Meeting (San Francisco, California, April 22, 1976); For related document, see CE 007 137; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Computer Oriented Programs, *Computer Programs, Evaluation, *Stenography, Systems Development, Vocabulary

Identifiers—*Computerized Shorthand Systems, System 2

The document describes System 2, a computerized system for analyzing controlled vocabulary material and for comparing the Diamond Jubilee and Century 21 shorthand systems. Background information on three other computer systems for shorthand dictation are briefly described: (1) Reese and Smith Program (University of Tennessee), (2) Kavan and Gallion System (Indiana State University), and (3) Century 21 Computer Analysis (Southwestern Publishing Company). System 2 provides a flexible computerized shorthand system which would contain an unlimited vocabulary base. Four jobstreams were developed for this purpose, each containing a specific function: (1) word base dictionary, (2) update jobstream, (3) dictionary printout jobstream, and (4) shorthand analysis jobstream. The System 2 flowchart is presented and the jobstreams are reproduced from computer printouts. (Author/EC)

ED 123 402 CE 007 139

Instructional Materials for Distributive Education.

New York State Education Dept., Albany. Bureau of In-Service Education; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Misc Pub-75-3

Pub Date—Nov 75

Note—110p.

Available from—The Instructional Materials Service, 19 Stone Hall, Ithaca, New York 14853 (No price given)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Content Analysis, *Distributive Education, Evaluation, Evaluation Criteria, Evaluation Methods, *Instructional Materials, Rating Scales, Readability, *Resource Guides, Secondary Education, Supplementary Textbooks, *Textbook Evaluation

Evaluations of 46 items of secondary level instructional materials used in distributive education are presented in the document to assist teachers in their choice of instructional materials for students. The development of an assessment instrument is described. The evaluation was conducted by a task force of distributive education teachers trained in the evaluative process and a consensus summary report was submitted. The evaluation of each instructional material consists of information on the following areas: (1) bibliographical data (subject matter area, title and author, publisher, year published, and cost); (2) type of material (textbook, film, slides, record, or others); (3) brief description of material (content); (4) readability grade level and readability formula used (Dale-Chall, Fry, or Spache); (5) overall rating (classified by point system as excellent, useful, or unacceptable); (6) summary of ratings (based on five evaluative criteria–bias, accuracy, appropriateness, verbal and visual fluency, and usefulness and versatility); and (7) additional comments. The instructional materials assessment instrument and the consensus summary form are included. The Fry readability graph to determine the reading level of materials is appended. (EC)

ED 123 403 CE 007 140

School-to-Work Project. Final Report.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—27 Feb 76

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Change Strategies, Educational Research, *Employment Services, Entry Workers, *High School Graduates, Information Dissemination, *Job Placement, Program Descriptions, *Program Development, School Industry Relationship, School Involvement, *School Role, School Services, Secondary Schools

Identifiers—*School Based Job Placement, School to Work Project

The document reviews the School-to-Work Project, which has been concerned with improving and developing the school component of the job placement process. Research, design, development, and dissemination phases and results are traced from 1972-1976 through the following stages: (1) Research, 1972-74, involving a literature search to identify various approaches to school centered job placement, a national survey to ascertain the frequency and quality of placement programs, technical assistance to schools initiating or expanding job placement services, and development of six guides for job placement service development and implementation; (2) Development, 1974-75, involving the development and assessment of a Placement Services Training Curriculum Manual, aimed at education professionals; and (3) Dissemination, 1975-76, involving the distribution of project-developed materials to 17 State departments of education. Opposition to school-based job placement includes a lack of funds, the feeling that placement is not a proper function of the schools, and employer and labor organization reluctance to provide additional support due to economic conditions. It is stated that school job placement services are much more numerous than when the project began, indicating general success. (LH)

ED 123 404 CE 007 141

Shortlidge, Richard L., Jr.

University Training for Gramsevaks in India: An Example of Recurrent Education in a Low Income Country. Occasional Paper No. 67.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date—Jan 74

Contract—AID-csd-2805

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, Agricultural Colleges, *Agricultural Education, Associate Degrees, Cost Effectiveness, *Developing Nations, Economically Disadvantaged, Educational Assessment, Followup Studies, Graduate Surveys, Low Income Groups, *Program Evaluation, *Special Degree Programs

Identifiers—Gramsevaks, *India

The document presents an evaluation of the two year Bachelor of Science Agriculture program for Gramsevaks, or village level workers, initiated by the G. B. Pant University of Agriculture and Technology, India in 1961. An employment questionnaire was sent to all agricultural graduates, 1963-71, for whom valid addresses existed. A return rate of 52% for two year degree Gramsevaks and 32% for regular three year degree holders resulted, with data analyzed through cost-benefit analysis. Results indicate that the Gramsevak program demonstrated the effective use of a program of recurrent education both from the standpoint of efficiency and equity. The social rate of return was shown to be equal to or greater than the comparable return for the regular agricultural graduate. The higher return was dependent on the reduction of the program for Gramsevaks by one year. The one year reduction in the degree program was tantamount to substituting five years of experience in agricultural extension for one year of university course work. The better academic performance of Gramsevaks despite weaker educational background and being out of school for 10 years or more indicated that no deterioration occurred in their ability to perform in an academic environment. (Author/LH)

ED 123 406 CE 007 143

Feldman, Marvin J.

The Greening of Vocational Education.

Pub Date—6 May 76

Note—9p.; Address to Joint Meetings of the National and State Advisory Councils on Vocational Education (Washington, D.C., May 6, 1976) ; Best copy available

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Attitudes, Career Education, Educational Assessment, Educational Needs, *Educational Policy, *Relevance (Education), *Speeches, *State of the Art Reviews, *Vocational Education

Last fall, in no less highbrow a publication than the Harvard Educational Review, two professors–W. Norton Grubb of Berkeley and Martin Lazerson of the University of British Columbia–fired a thunderous broadside at career education and vocational education. The editor's summary puts the matter succinctly. "Grubb and Lazerson concluded that the ills career education proposes to solve...are intrinsic to our economic system." But what is most remarkable about the article is the confusion it created in the ranks of both career and vocational educators. Many felt abused and defenseless. The attack exposed a serious vulnerability. We have no systematic rationale. We have no solid sense of identity and purpose. We do not always have a sure sense of our relationship to the other necessary aspects of education. We need a new outreach to the nation's thought leaders. We need a new rationale, solidly rooted in sound scholarship. We need a coherent national policy. And I think we should, at least in private, thank God for scholars like Grubb and Lazerson who take vocational education seriously enough to criticize it extensively. We can only profit from such attention. (Author/LH)

ED 123 409 CE 007 146

Niehaus, R. J. Sholtz, D.

A Navy Shore Activity Manpower Planning System for Civilians. Technical Report No. 24.

Office of Civilian Manpower Management (Navy), Washington, D.C.

Spons Agency—Navy Personnel Research and Development Center, San Diego, Calif.

Pub Date—Mar 76

Note—47p.; Report prepared for ORSA/TTMS Joint National Meeting (Philadelphia, Pennsylvania, April 2, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Computer Oriented Programs, *Electronic Data Processing, *Information Systems, *Management Systems, *Manpower Development, Military Organizations, Military Personnel, *Models, Operations Research, Systems Concepts, Systems Development

Identifiers—(SAMPS), *Manpower Research, Navy, Shore Activity Manpower Planning System

This report describes the U.S. Navy Shore Activity Manpower Planning System (SAMPS) advanced development research project. This effort is aimed at large-scale feasibility tests of manpower models for large Naval installations. These local planning systems are integrated with Navy-wide information systems on a data-communications network accessible via mini-computers. This includes both intake requirements planning models and man-job task analysis models as well as workload forecasting systems which are integrated with the manpower planning process. In addition to the system design considerations, experience from preliminary tests is discussed. (Author)

ED 123 411 CE 007 149

Brown, Ilene Bice, Garry R.

Identification of Performance-Oriented Competencies for Supervisors of Vocational Home Economics Education.

Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Pub Date—Dec 75

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavior Rating Scales, Behavior Standards, *Home Economics Education, *Performance Criteria, Post Secondary Education, Questionnaires, Secondary Education, Supervision, *Supervisor Qualifications, *Supervisors, Vocational Education

The study was conducted to determine the performance requirements or behavior competencies expected of supervisors of home economics education which may be used as guidelines in developing a competency-based curriculum for the preparation of supervisors of vocational home economics education. Seven major concepts about supervision were identified and a guiding principle for each concept was developed. The concepts relate to: research, innovation, design, dissemination, demonstration, trial, and implementation. After screening and field testing two questionnaires, asking for ranking of basic principles and concepts related to the seven concepts, were sent to administrators, supervisors, teacher educators, supervising teachers, and general supervisors from colleges and secondary schools. Out of a sample of 174 individuals, 125 responded to the first questionnaire; of these 125 participants, 106 responded to the second questionnaire. Responses showed: (1) that all seven basic principles received consensus ratings of important or essential from 90% or more of the respondents, and (2) identified 74 of the 140 competencies related to the major concepts as important or essential. Several questions raised by the study are presented. A seven-page bibliography and a glossary are included. Agencies and institutions represented in the study and the questionnaires used are appended. (Author/EC)

ED 123 412 CE 007 150

Randall, Michael E. And Others

Postsecondary Education in the Tri-Cities: A Report Related to Senate Resolution 1975-130 and House Resolution 75-49.

Washington State Council for Postsecondary Education, Olympia.

Pub Date—Mar 76

Note—94p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Adult Education Programs, Community Characteristics, *Community Colleges, Community Involvement, Community Surveys, Educational Administration, *Educational Assessment, *Educational Needs, *Educational Opportunities, *Post Secondary Education, Program Administration, Program Descriptions, Program Development, School Community Relationship

Identifiers—Washington (Tri Cities Area)

The Washington State Council for Postsecondary Education was required to examine the educational functions and the administration of the Joint Center for Graduate Study (JCGS), Richland, and also upper-division educational services to the Tri-Cities area of Richland, Pasco, and Kennewick, Washington, by Washington State Senate Resolution 1975-130 and House Resolution 75-49. Part 1 of the report describes the Tri-Cities area, discusses post secondary programs locally available, explores the level of educational participation and attainment of the community, considers the evidence of local interest in upper-division offerings, and discusses some alternative mechanisms for coordinating upper-division offerings. Part 2 discusses the administrative structure of functions of the Joint Center for Graduate Study, and traces the development of the center from the General Electric School of Nuclear Engineering. Part 3 presents conclusions and makes 11 recommendations pertaining to the post secondary needs of the Tri-Cities. Appended material includes: texts of HR 75-49 and SR 1975-130; the complete text of "Administrative Organization and Operating Agreement: The Joint Center for Graduate Study (1973)"; listings of businesses, post secondary institutions, agencies, and individuals providing assistance and information. (LH)

ED 123 413 CE 007 151

Kreitlow, Burton W.

Trends in Adult Education with Implications for Vocational Education. Occasional Paper No. 13.

Ohio State Univ., Columbus. Center for Vocational Education.

Note—19p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, Change Strategies, Educational Change, *Educational Demand, Educational Planning, Educational Policy, *Educational Trends, Futures (of Society), *Vocational Education

A discussion is presented of adult education, current trends within the area, and their implications for adult and vocational education programs. The document contains the lecture and a question and answer session. The following sections are presented: (1) overview, defining adult education; (2) major trends, discussing societal pressures for adult education, increased institutional and agency sponsored programs, increased demand for professional in-service programs, learner-oriented program development, university extension program expansion, innovative teaching by adult educators, and Educare; (3) minor trends, outlining programs for the disadvantaged, senior citizens as students, increasing numbers of adult educators, age level increase of students, and humanistic teaching; (4) trends additive or in conflict, mentioning credit and noncredit programs, self-supportive and government supported programs, career orientation and human growth, practical skills and leisure time persuits, solitude and social action, alienation and privacy; (5) integration and learning, examining adult education needs; (6) implications identified by participants, listing 10 areas in which vocational education and adult education might be affected by current trends and resulting implications; and (7) response to questions, presenting seven questions from the audience, and the author's responses to them. (LH)

ED 123 414 CE 007 152

Hanson, Clark W.

Guidelines for Establishing Off-Farm Agricultural Cooperative Occupational Experience Programs for Vocational Agriculture in South Dakota.

South Dakota State Div. of Vocational Education, Pierre; South Dakota State Univ., Brookings. Dept. of Agricultural Education.

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Agricultural Education, Cooperative Programs, *Guidelines, *Off Farm Agricultural Occupations, *Program Planning, Questionnaires, Student Evaluation, *Vocational Agriculture, *Work Experience Programs

Identifiers—South Dakota

The document presents suggested guidelines for planning and establishing vocational agriculture programs in South Dakota involving off-farm cooperative occupational experiences. Off-farm cooperative occupational experience programs are defined as utilizing actual on-the-job training in cooperation with an employer and supplementing the job experience with related classroom instruction. A foreword and outline of purposes introduce the guidelines, which are discussed under the following headings: definition of cooperative occupational experience, objectives, promotional material, rules and regulations, procedure for obtaining program approval, steps in initiating program, plans for organization, planning and conducting the related agriculture business survey, local policies concerning occupational experience, planning and conducting the student interest survey, facilities and equipment for classroom related instruction, consulting committee, application for enrollment form, selection of students for occupational experience programs, selecting training stations, placement of students in training stations, developing supervised experience agreements, developing training plans, records, coordination, evaluating student achievement, and diversified agricultural occupations materials and references. Appended materials include survey forms related to several aspects of the program. (LH)

ED 123 415 **CE 007 153**

Elkin, Anna

The Emerging Role of Mature Women. Basic Background Data in Employment and Continuing Education. A Selected Annotated Bibliography Primarily of Free and Inexpensive Materials.

Federation Employment and Guidance Service, New York, N.Y.; Federation of Jewish Philanthropies of New York, N.Y.

Pub Date—Mar 76

Note—27p.

Available from—Federation Employment and Guidance Service, 215 Park Avenue South, New York, New York 10003 ($2.00; five or more $1.-50; payment must be made with order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Annotated Bibliographies, Educational Background, *Educational Opportunities, *Employment Experience, Employment Level, *Employment Opportunities, *Employment Problems, Employment Statistics, Equal Opportunities (Jobs), Females, Middle Aged, Vocational Adjustment, *Working Women

In response to the large quantity of material recently produced relating to the situation of the modern woman, the Federation Employment and Guidance Service has evaluated relevant and mainly free and inexpensive material to produce the annotated bibliography, which it is hoped will prove useful to mature women and those serving them. About 100 items are listed alphabetically by title, and are annotated. They cover many aspects and implications of women as workers and include reports of studies on educational opportunities, vocational problems, and other aspects affecting women's vocational adjustment; statistical surveys of worker characteristics; bibliographies; and much other material. (SA)

ED 123 416 **CE 007 15**

Bartsch, Karl And Others

Effective Personal and Career Decision Making.

Westinghouse Learning Corp., New York, N.Y.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date—76

Note—148p.

Available from—Career Vocational Products, Westinghouse Learning Corporation, 100 Park Avenue, New York, New York 10017 ($14.50)

Document Not Available from EDRS.

Descriptors—Career Choice, *Career Planning, *Decision Making, *Decision Making Skills, Goal Orientation, Personality Assessment, Post Secondary Education, *Self Concept, *Self Evaluation

Important concepts and skills necessary in learning the process of effective decision making are presented, primarily for the use of college and university freshmen and sophomores but also in other fields where knowledge for career decision making is important. The process is presented in a sequence of 10 chapters, though each can be used separately. Each chapter opens with learning objectives, followed by discussion incorporating exercises in decision making, references, an annotated reading list, and a glossary. The introduction focuses on the whole process of making effective personal and career decisions. The second section, Understanding Yourself, contains four chapters: clarifying your beliefs and values, challenging your constraining beliefs, identifying your interests, and assessing your abilities. The second section, Processing Decisions, contains two chapters: selecting your goals and making plans and anatomy of a decision. The last section, Implementing Decisions, contains three chapters: taking charge of your life, setting objectives and observing your progress, and selecting or altering your environment. Appended materials comprise a personal goal assessment survey form, partial list of occupations, summary forms for educational and occupational plans, a personal qualities checklist, and a decision making grid. (EC)

ED 123 417 **CE 007 155**

Allied Health Field, Seventh Grade. Operation TACT [Toward an Allied Health Career Today] Field Test Curriculum 1973-1975 [and Teachers' Handbook]

Connecticut Univ., Storrs. School of Allied Health Professions.

Pub Date—73

Note—158p.; For the other curriculum guides, see CE 007 155-159; For the report of the project, see CE 007 160

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Curriculum Guides, Educational Objectives, Grade 7, Health Needs, *Health Occupations Education, *Learning Activities, Medical Treatment, Mental Health, Pollution, Secondary Education, Study Guides, *Teaching Guides

Identifiers—*Operation TACT, TACT, Toward an Allied Health Career Today

The two-part set consists of a student handbook and a related teachers' handbook in allied health education for use at the seventh grade level. The student handbook contains four units: (1) investigating health care needs, (2) mental health–study of different types of job roles and their related activities and skills, (3) treatment–diagnosis of health problems, and (4) pollution in our environment–study of relationships between pollution and health. Each unit provides learning activities and exercises for obtaining knowledge in different areas of the health field, particularly in the process of gathering, recording, analyzing, and diagnosing health needs data. The exercises provided in the student handbook are referred to in the teachers' handbook, which focuses on the same units provided in the student handbook, and presents suggestions for learning processes and activities, notes, and resource materials. (EC)

ED 123 418 **CE 007 156**

Allied Health Field, Eighth Grade. Operation TACT [Toward an Allied Health Career Today] Field Test Curriculum 1973-1975 [and Teachers' Handbook]

Connecticut Univ., Storrs. School of Allied Health Professions.

Pub Date—73

Note—162p.; For the other curriculum guides, see CE 007 155-159; For the report of the project, see CE 007 160

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Curriculum Guides, Educational Objectives, Grade 8, Health Needs, *Health Occupations Education, *Learning Activities, Medical Treatment, Mental Health, Pollution, Secondary Education, Study Guides, *Teaching Guides

Identifiers—*Operation TACT, TACT, Toward an Allied Health Career Today

The two-part set consists of a student handbook and a related teachers' handbook in allied health education for use at the eighth grade level. The student handbook contains four units: (1) investigating health care needs, (2) mental health–study of different types of job roles and their related activities and skills, (3) treatment–diagnosis of health problems, and (4) pollution in our environment–study of relationships between pollution and health. Each unit provides learning activities and exercises for obtaining knowledge in different areas of the health field, particularly in the process of gathering, recording, analyzing, and diagnosing health needs data. The exercises provided in the student handbook are referred to in the teachers' handbook, which focuses on the same units in the student handbook and presents suggestions for learning processes and activities, notes, and resource materials. (EC)

ED 123 419 **CE 007 157**

Allied Health Field, Ninth Grade. Introduction to Allied Health and the Health Care Team. Operation TACT [Toward an Allied Health Career Today] Curriculum [and Teachers' Handbook]

Connecticut Univ., Storrs. School of Allied Health Professions.

Pub Date—74

Note—172p.; For the other curriculum guides, see CE 007 155-159; For the report of the project, see CE 007 160

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Curriculum Guides, Educational Objectives, Grade 9, *Health Occupations Education, *Learning Activities, *Science Education, Secondary Education, Study Guides, *Teaching Guides

Identifiers—*Operation TACT, TACT, Toward an Allied Health Career Today

The two-part set consists of a student handbook and a related teachers' handbook in allied health education for use at the ninth grade level. The student handbook contains nine units which focus on the science curriculum: (1) introduction, (2) weights and measures, (3) human body, (4) chemistry, (5) electricity and magnetism, (6) heat and its effects, (7) fluid dynamics, (8) wave motion and sound, and (9) light. Each unit presents a general introduction to the subject area, objectives, vocabulary words to be defined, related professions, and learning activities and exercises for acquiring skills and understanding concepts related to a particular health field. The teachers' handbook consists of two parts: a brief teaching guide to the above units and a curriculum guide outline for a course applying scientific information to allied health professions. The curriculum lists the objectives of the course and suggests speakers from different professions. A study outline of the course based on the nine units is presented briefly. Also included in the teachers' guide are suggested resources; a description of films, filmstrips, and printed materials; a list of films and their suppliers; and suggested laboratory studies. (EC)

ED 123 420 **CE 007 158**

Smith, Tracy

Allied Health Field, Tenth Grade. Introduction to Allied Health and the Health Care Team. Operation TACT [Toward an Allied Health Career Today] Curriculum [and Teachers' Handbook]

Connecticut Univ., Storrs. School of Allied Health Professions.

Pub Date—74

Note—97p.; For the other curriculum guides, see CE 007 155-159; For the report of the project, see CE 007 160

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Biology, *Curriculum Guides, Educational Objectives, Grade 10, *Health Occupations Education, Laboratory Training, *Learning Activities, Secondary Education, Study Guides, *Teaching Guides

Identifiers—*Operation TACT, TACT, Toward an Allied Health Career Today

The two-part set consists of a student handbook and a related teachers' handbook in allied health education for use at the tenth grade level. The student handbook consists of seven units which focus on the biology curriculum: (1) community water examination, (2) bacteriological examination of water, (3) the microscope, (4) microbes and man, (5) paper chromatography, (6) the transport system (part 1: heart rate and blood pressure, and part 2: examination of the blood), and (7) individual study–a report on a communicable or hereditary disease. Each unit offers learning activities and exercises which center on laboratory work in order to assist students in obtaining knowledge and skills related to allied health occupations. The teachers' handbook provides suggestions for activities to assist teachers in the instruction of five of the above units: (1) the microscope, (2) microbes and man, (3) paper chromatography, (4) transport system, and (5) examination of water. (EC)

ED 123 421 CE 007 159

Fisher, Allen

Allied Health Field, Eleventh Grade. Introduction to Allied Health and the Health Care Team. Operation TACT [Toward an Allied Health Career Today] Curriculum [and Teachers' Handbook]

Connecticut Univ., Storrs. School of Allied Health Professions.

Pub Date—74

Note—198p.; For the other curriculum guides, see CE 007 155-159; For the report of the project, see CE 007 160

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Curriculum Guides, Educational Objectives, Grade 11, *Health Occupations Education, Health Personnel, Health Services, *Learning Activities, Secondary Education, Study Guides, *Teaching Guides

Identifiers—*Operation TACT, TACT, Toward an Allied Health Career Today

The two-part set consists of a student handbook and a related teachers' handbook in allied health education for use at the eleventh grade level. The student handbook consists of five units related to health care services: (1) introduction to allied health and the concept of the health care team, (2) medical technology, (3) nutrition, (4) rehabilitation, and (5) nursing. Each unit provides learning activities and exercises for obtaining knowledge and skills in various health occupations and to acquire information on their roles in the field of health care services. The exercises provided in the student handbook are referred to in the teachers' handbook, which focuses on the same units provided in the student handbook. Each unit presents suggestions for learning processes, activities, notes, and materials. (EC)

ED 123 422 CE 007 160

Avery, Robert And Others

Toward an Allied Health Career Today (Operation TACT). Final Evaluation Report and Final Report.

Connecticut Univ., Storrs. School of Allied Health Professions.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date—Jun 75

Contract—N01-AH-24242

Note—140p.; For the curriculum guides developed for the project, see CE 007 155-159

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Cooperative Programs, *Disadvantaged Youth, Field Trips, *Health Occupations Education, Interinstitutional Cooperation, Minority Groups, *Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Success Factors, Tables (Data)

Identifiers—*Operation TACT, TACT, Toward an Allied Health Career Today

Operation TACT (Toward an Allied Health Career Today), conducted in Hartford, Connecticut, was a cooperatively planned program integrating allied health education into the secondary level curriculum and offering educational opportunities to minority and disadvantaged students. The evaluation report opens with a historical summary of the project, a brief description of the program, and a statement of project goals. A 34-page section presents data and discussion on the effectiveness of TACT in the following areas: types of students served, field trips and work experiences, employment opportunities in the Hartford area, and student and teacher opinions of the program. The program was considered to be successful in meeting its objectives, and recommendations for its continuance are given. A 63-page section contains appended materials, including lists of full-time staff, student assignments, Health Career Day participants, and executive board and advisory council members; a detailed catalog of suggestions for local field trips, including recommended grade levels, educational objectives, health occupations or general area emphasized and a description of the institution to be visited; and descriptions of four participating hospitals. The 12-page final report outlines project methodology, emphasizing its consortium nature, and touches on projects involvement with State and local agencies, future development, and effects. (EC)

ED 123 423 CE 007 161

Smith, Edward And Others

Vocational Guidance Programming for Disadvantaged Students. (An Objective-Based Program.)

West Chester State Coll., Pa. School of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Pub Date—75

Note—595p.; Not available in hard copy due to marginal reproducibility ; Prepared by the Department of Counselor Education

EDRS Price MF-$1.16 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Education, Curriculum Guides, Decision Making Skills, *Disadvantaged Youth, Economic Education, Educational Objectives, Elementary Secondary Education, *Learning Activities, Occupational Guidance, Self Actualization, *Self Evaluation, Student Evaluation, Teacher Developed Materials, Unit Plan, *Vocational Development

The curriculum guide presents an objective-based vocational guidance program for disadvantaged students, K-12, offering local school districts in Pennsylvania a guidance model that may be modified to individual school settings in response to local and individual needs. Explicit, sequential learning modules are presented for grade level groupings and include a wide range of activities for various subgroups of students in the following broad areas: self, education, careers, decision-making, and economics. Each area contains 4-12 units within each of the categories: vocabulary, knowledge, attitudes, and skills. Individual units contain a unit goal, developmental objectives, and activities, behavioral evaluations, preparations, and resources for each objective. The developmental sequence followed by the guide focuses on: developing insights about self and environments (K-3); developing awareness, with emphasis upon the effect of specific psychological factors (4-6); examining social and academic exploration and decision-making (7-9); dealing with specifics in terms of interests, abilities, and values and linking school and the student's immediate future (10-12). Suggested basic strategy for using the guide includes introducing concepts and activities at the point judged appropriate for student sub-groups based upon sample needs data, and then, at a later level, repeating similar experiences of emphasis and refinement. (LH)

ED 123 424 CE 007 162

Ahler, Nina L. Wojak, Debora J.

Living Consumerism: Acting, Doing, Creating, Moving, and Discovering.

Northern Illinois Univ., De Kalb.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—76

Note—78p.; For earlier edition, see ED 117 532

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Consumer Education, *Homemaking Education, *Learning Activities, Performance Based Education, Teacher Developed Materials, *Teaching Guides

Guidelines for teaching consumer and homemaking education which emphasize actual experiences by the learner are presented. The contents of the document were chosen from learning activities and experiences which were proven successful in the classroom. The guide consists of seven sections: (1) community involvement; (2) consumer decision making–values and goals; (3) rights, responsibilities, and protective actions; (4) advertising and its implications; (5) managing of basic necessities; (6) does credit meet your needs–tool or crutch?; and (7) using discretionary time profitability. Each section presents information on the following areas: rationale of the subject matter, key point or basic concept of the section, learner competencies and their related activities and exercises, and a reference list. Suggested FHA-HERO activities are included in each subject section. (EC)

ED 123 427 CE 007 165

Pennington, Floyd Green, Joseph

Comparative Analysis of Program Development Processes in Six Professions.

Pub Date—[73]

Note—49p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Comparative Analysis, Educational Planning, Educational Programs, Educational Resources, Educational Strategies, Instructional Design, *Models, *Professional Continuing Education, Professional Occupations, *Program Development, *Program Planning

The study was designed to discover and describe planning strategies used by persons developing continuing professional education (CPE) programs for six professional fields. From the descriptions of practice in the six professions, a general model portraying the program development process was developed and used for comparative analysis. The study was conducted in two phases. Phase 1 was based on the research methods of grounded theory. The observations made in Phase 1 were used to design an instrument to test the strengths of those observations and modify the general planning model. The model developed was also compared to several portrayals presented in the literature of continuing education. Results indicate planners: attend to at least six clusters of activities in their program development processes in a fairly consistent sequence, make limited use of knowledge resources available in the literature, and use a wide variety of resources available inside the university and outside the university. The model resulting from the study portrays the various resource systems planners link to the program development process. Differences in strategies of program development in various professional fields do exist. These differences are usually a matter of ordering and emphasis given to specific activities in the program development clusters. (Author/MS)

ED 123 428 CE 007 166

State Advisory Councils on Adult Education.

National Advisory Council on Adult Education, Washington, D. C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 75

Note—52p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Selection, *Adult Education, *Advisory Committees, Educational Finance, *Educational Legislation, Federal State Relationship, *National Surveys, State Boards of Education, State Federal Aid, State Programs, State Surveys, Tables (Data), Vocational Education

Identifiers—*Adult Education Act

The document presents a status report and summary of State advisory councils on adult education. It is not restricted to those councils using Federal funds, but reports on all adult education advisory activities at the State level from the 50 States and other possessions and territories. Pertinent portions from the Adult Education Act concerning State advisory councils on adult education are excerpted. Based on interviews conducted during the summer of 1975, the survey report of State advisory councils presents the following information (alphabetically, by State): name of advisory body; authorization and/or appointment authority; whether it has written rules, records, and operation policy; whether the public is represented; and any additional comments. Profiles from each State are also provided. The methods of selecting State boards of education and chief State school officers are also reported alphabetically by State. Concluding the document is a report of the amount of FY 1975-76 Federal funding allocated to States for vocational education, vocational education advisory councils, adult education, and the adult education administrative allotment. (EC)

ED 123 429 CE 007 167

Career Information: Marketing and Distribution. Revised.

American Vocational Association, Washington, D.C. Distributive Education Div.

Pub Date—[74]

Note—24p.

Available from—Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 (Order Number 33370R, 1-9 copies, $1.00 ea.; 10% discount on larger quantities)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Career Education, *Distributive Education, *Marketing, *Occupational Information, *Resource Materials

A compilation of career information materials in the field of marketing and distribution is presented. The materials, produced in 1969-74, were collected from publishers; professional organizations; trade associations; individual businesses; colleges; universities; and Federal, State, and local government agencies. The materials were reviewed on their general publication data, contents, and style and format and then categorized as highly recommended, recommended, and useful. The materials are presented in 22 sections: (1) advertising services; (2) apparel and accessories; (3) automotive; (4) finance and credit; (5) floristry; (6) food distribution; (7) food services; (8) general merchandise; (9) hardware, building materials, farm and garden supplies, and equipment; (10) hotel and lodging; (11) industrial marketing; (12) insurance; (13) personal service; (14) real estate; (15) recreation and tourism; (16) transportation; (17) retail trade; (18) wholesale trade; (19) distributive education; (20) general–career selection; (21) general–jobs in industries or businesses; and (22) general–Federal, State, and local governments. The materials are presented in tabular form with information on the title and source, type of publication, year, number of pages, price, level of vocabulary, and National Vocational Guidance Association percentile rating. A list of monographs, guides, bibliographies, directories, career reference materials, and a directory of publishers are included. (EC)

ED 123 430 CE 007 168

State Advisory Councils on Vocational Education 1974 Reports Overview.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—74

Note—103p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Advisory Committees, *Annual Reports, Educational Needs, Educational Planning, *State Agencies, *Vocational Education

Identifiers—SACVE, State Advisory Councils on Vocational Education

The 1974 annual reports of State Advisory Councils on Vocational Education (SACVE) begins with an 11-page overview of several issues concerning the State of vocational education as perceived by the SACVE: (1) funding, (2) disadvantaged and handicapped, (3) State plan, (4) data, (5) resource utilization, (6) relating training to manpower development and employment, (7) occupational guidance, (8) articulation and coordination, (9) local advisory groups, and (10) program. The major portion of the document (87 pages) consists of summaries of the annual reports of the States. They are presented in alphabetical order by State and cover a wide variety of topics. (EC)

ED 123 432 CE 007 170

Richardson, Donald L. And Others

Effectiveness of an Alternative Delivery System for In-Service Vocational Teacher Education. Final Report.

Colorado State Board for Community Colleges and Occupational Education, Denver.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

University of Northern Colorado, Greeley. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 76

Contract—OEG-0-74-1650

Note—70p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Cooperative Education, Course Evaluation, *Curriculum Development, Curriculum Guides, Delivery Systems, *Educational Alternatives, *Inservice Courses, *Inservice Teacher Education, Interagency Cooperation, Measurement Instruments, Multimedia Instruction, Program Coordination, Program Effectiveness, State Programs, Teacher Education, Unit Plan, Video Tape Recordings, *Vocational Education Teachers

Identifiers—*Colorado

The project was designed to provide vocational teacher educators in Colorado with an alternative delivery system for inservice vocational teacher education which would overcome barriers of distance (and difficult winter travel), expense, and low student density. A task force composed of staff members of the State Board for Community Colleges and Occupational Education, Departments of Vocational Education of Colorado State University and the University of Northern Colorado, and active teacher-coordinators from all service areas in vocational education jointly formulated a curriculum consisting of goals, objectives, and evaluation criteria for an introductory course in coordinating techniques of cooperative programs. An alternative delivery system for off-campus instruction using videotapes and other audio visual materials, printed modules, and facilitators was developed by the task force. Revisions based on the results of field tests of the first three modules were incorporated into the total package (modules and videotapes) which (according to an evaluation study) can be utilized by field personnel to teach the course with assured quality and content. Field test data are included. Appended material (three-fourths of the document) contains: names of the task force members, the course outline, videotaping schedules and guides, and course evaluation instruments. (Author/MS)

ED 123 433 CE 007 171

Cooperative Day of Planning IV: A Report on the Fourth Joint Meeting of the State and National Advisory Councils on Vocational Education (San Antonio, Texas, April 17-18, 1971).

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—18 Apr 71

Note—41p.; For related documents, see CE 007 171-175

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Advisory Committees, *Conference Reports, *Educational Legislation, *Educational Needs, Educational Problems, National Organizations, Speeches, State Agencies, *Vocational Education

Identifiers—NACVE, National Advisory Councils on Vocational Ed, SACVE, State Advisory Councils on Vocational Education

A summary of the proceedings of the 1971 joint meeting of the State and National Advisory Councils on Vocational Education (SACVE and NACVE) is presented. The meeting was attended by representatives from 48 States, the District of Columbia, and Puerto Rico. The summary includes the following areas covered in the meeting: (1) resolutions acted upon–background information and actions requested in support of the Occupational Education Act of 1971, establishment of an ad hoc committee for suggestions and appropriate action, a SACVE's request for a meeting of the State and national advisory councils in Washington; (2) summary of discussion on areas of mutual concern–the NACVE public information project, regional efforts of SACVEs, discussion groups on issues concerning advisory councils, and a summary of reaction and platform speeches; and (3) the texts of five speeches concerning current critical issues in vocational education. A list of participants is included. (EC)

ED 123 434 CE 007 172

Cooperative Day of Planning VIII: A Report on the Eighth Joint Meeting of the State and National Advisory Councils on Vocational Education (Hot Springs, Arkansas, April 5-6, 1973).

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—6 Apr 73

Note—52p.; For related documents, see CE 007 171-175; Photographs will not reproduce in microfiche

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Advisory Committees, Career Education, *Conference Reports, *Educational Finance, *Educational Needs, Educational Planning, Educational Problems, National Organizations, Speeches, State Agencies, *Vocational Education

Identifiers—NACVE, National Advisory Councils on Vocational Education, SACVE, State Advisory Councils on Vocational Education

A summary of the proceedings of the eighth joint meeting of the State and National Advisory Councils on Vocational Education, held in 1973, is presented. The meeting was attended by State, territorial, and National Council representatives. The agenda and highlights of the meeting are included as well as the two resolutions formulated in the meeting. Small group discussion reports focus on the following subjects: (1) the role of vocational education in career education, (2) the role of State and National Advisory Councils under revenue sharing, (3) the relationship of State Advisory Councils to other State agencies, (4) an outline for the 1973 State Advisory Council evaluations, (5) maintaining the independence of State Advisory Councils, and (6) planning and budgeting for vocational education. The texts of speeches by James A. Rhodes, Erick Lindman, Daniel Woods, and Lloyd Meeds are provided. The speeches covered topics related to the development, administration, implementation, and funding of vocational education programs. (EC)

ED 123 435 CE 007 173

Proceedings of the Joint Meeting: National and State Advisory Councils on Vocational Education (10th, Washington, D.C., May 16-17, 1974).

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—17 May 74

Note—42p.; For related documents, see CE 007 171-175; Photographs will not reproduce in microfiche

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Advisory Committees, Career Education, *Conference Reports, Educational Administration, *Educational Finance, Educational Legislation, *Educational Needs, Federal Aid, Government Role, National Organizations, Speeches, State Agencies, *Vocational Education

Identifiers—CETA, Comprehensive Employment and Training Act, NACVE, National Advisory Councils on Vocational Education, SACVE, State Advisory Councils on Vocational Education

The proceedings of the tenth joint meeting of the State and National Advisory Councils on Vocational Education, held in May, 1974, is presented. The agenda and highlights of the meeting are provided. The major part of the document consists of the texts of speeches presented during the meeting. Kenneth Hoyt discussed the relationship between career education and vocational education and presented some responses to criticisms of career education. Jack Jennings discussed the administration and funding of advisory councils from the congressional point of view. Ben Burdetsky discussed the purpose of the Comprehensive Employment and Training Act and its relationship to vocational education programs. William Lehman discussed some problems and issues in the implementation and administration of vocational education programs. The importance of vocational education for a successful future was discussed by Jack Higbee with particular reference made to the State of Utah. (EC)

ED 123 436 CE 007 174

Proceedings of the Joint Meeting: National and State Advisory Councils on Vocational Education (Scottsdale, Arizona, November 14-15, 1974).

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—15 Nov 74

Note—51p.; For related documents, see CE 007 171-175

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Advisory Committees, *Conference Reports, *Educational Legislation, Federal Legislation, *Legal Responsibility, National Organizations, Speeches, State Agencies, *Vocational Education

Identifiers—CETA, Comprehensive Employment and Training Act, NACVE, National Advisory Councils on Vocational Education, SACVE, State Advisory Councils on Vocational Education, Vocational Education Amendments

The proceedings of the joint meeting of the National and State Advisory Councils on Vocational Education, held in November, 1974, are presented. The agenda of the two-day meeting is followed by the texts of speeches presented at the meeting: (1) Overview Statement: Issues Facing the National and State Advisory Councils, by Paul Kerr; (2) Advisory Councils' Legal Responsibilities Under the 1968 Vocational Education Amendments (PL 90-576) and the Proposed 1975 Vocational Educational Amendments, by James Zancanella; (3) Advisory Councils' Legal Responsibilities Under the 1972 Vocational Education Amendments (PL 93-380) and the 1974 Amendments (PL 92-318), by Robert Lawrence; (4) Advisory Councils' Legal Responsibilities Under the Comprehensive Employment Training Act (CETA, PL 92-203), by Daniel Kruger; and (5) National and State Advisory Councils on Vocational Education, by Kenneth Cole. Concluding the document are the reports of three workshops focusing on the following topics: (1) 1968 vocational education amendments and proposed 1975 amendments, (2) vocational education amendments of 1972 and 1974, and (3) the Comprehensive Employment and Training Act. The text of "The Resolution Established by the State Advisory Councils on Vocational Education relative to Federal support of State Advisory Councils on Vocational Education" is provided. (EC)

ED 123 437 CE 007 175

Presentations Before the Joint Meeting: National and State Advisory Councils on Vocational Education (Washington, D.C., May 1-2, 1975).

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—May 75

Note—63p.; For related documents, see CE 007 171-175

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Advisory Committees, *Conference Reports, *Educational Finance, Educational Legislation, Educational Needs, *Educational Problems, Federal Aid, Government Role, National Organizations, Speeches, State Agencies, *Vocational Education

Identifiers—NACVE, National Advisory Councils on Vocational Education, SACVE, State Advisory Councils on Vocational Education

The document provides the texts of the presentations given during the joint meeting of the National and State Advisory Councils on Vocational Education held in May, 1975. The agenda for the meeting and the resolution established in the meeting are included. The presentations focused on the challenges to vocational education as perceived by the following speakers: (1) John W. Thiele, discussing the current problems encountered in vocational education based on national, State, and local needs; (2) W. Hughes Brockbank, discussing the availability of Federal resources and the resources which can be provided by State and local treasuries; (3) Jean B. Purvis, discussing the activities of the Pennsylvania State Advisory Councils on Vocational Education and the findings of the General Accounting Office Report; (4) Roman Pucinski, discussing some of the pending legislative proposals and the role of advisory councils; (5) Gregory J. Ahart, discussing the approach of the General Accounting Office to vocational education; and (6) Caspar W. Weinberger, discussing the economic problems encountered in the educational field and a legislative proposal for the use of Federal aid and for simplifying the administration of vocational education programs at the State level. (EC)

ED 123 442 CE 007 180

19 Governors and Vocational Education.

American Vocational Association, Washington, D.C.

Pub Date—Jan 70

Note—31p.

Available from—Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 (Order Number 28370, 1-9 copies, $0.75 ea., 10% discount on larger quantities)

Document Not Available from EDRS.

Descriptors—*Educational Needs, Futures (of Society), *Opinions, *State Officials, *Vocational Education

Comments from 19 governors of different States and Puerto Rico regarding vocational education were compiled in 1969 from speeches and other written works. These comments are presented in nine categories: (1) personal dignity in work, (2) realistic educational goals, (3) vocational education and current crises in society, (4) increasing complexity of jobs and job training needs, (5) those with special needs, (6) quality vocational education, (7) development of State and area resources, (8) community involvement, and (9) demands of the future. The comments were made by the following governors: (1) Forrest H. Anderson (Montana), (2) Robert Docking (Kansas), (3) John A. Love (Colorado), (4) Ronald Reagan (California), (5) Dewey F. Bartlett (Oklahoma), (6) James A. Rhodes (Ohio), (7) Richard B. Ogilvie (Illinois), (8) Buford Ellington (Tennessee), (9) Francis Sargent (Massachusetts), (10) Albert P. Brewer (Alabama), (11) Preston Smith (Texas), (12) Kenneth M. Curtis (Maine), (13) Keith H. Miller (Alaska), (14) Warren P. Knowles (Wisconsin), (15) Mills Godwin (Virginia), (16) Frank L. Farrar (South Dakota), (17) Harold LeVander (Minnesota), (18) Luis A. Ferre (Puerto Rico), and (19) John A. Burns (Hawaii). (EC)

ED 123 443 CE 007 181

Peterson, Russell W.

Priorities for Vocational Education.

American Vocational Association, Washington, D.C.

Pub Date—Mar 71

Note—15p.; Comments from a speech before the American Vocational Association Convention (64th, New Orleans, Louisiana, December 4, 1970)

Available from—Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 (Order Number 38371, 1-9 copies, $0.50 ea., 10% discount on larger orders)

Document Not Available from EDRS.

Descriptors—Change Strategies, Educational Assessment, *Educational Needs, *Educational Responsibility, National Programs, Relevance (Education), *Speeches, *Vocational Education, *Youth Problems

The document presents remarks from a speech given by Russell W. Peterson, Governor of Delaware and National Chairman of the Education Commission of the States (ECS), at the 1970 meetings of the American Vocational Association. In his speech, he asserts that vocational education can be a powerful tool in curing some of our major social problems of today–poverty, crime, unemployment, and unrest. He suggests that finding solutions to our social problems is a shared responsibility that cannot be laid at the doorstep of public education alone but is the responsibility of governors and public officials as well as teachers, administrators, and other members of the community. Each youngster should be put on the road that will lead him to the happiest, most productive and rewarding life possible for him in our society. In summary, Governor Peterson discusses how we can establish a national priority for vocational education, and how we can meet our educational needs. He suggests that manpower or vocational education does not have to be an "either-or" proposition, and offers ways we can go about getting effective action. (Author/LH)

ED 123 444 CE 007 182

Hoyt, Kenneth

Vocational Educationism: A National Condition.

American Vocational Association, Washington, D.C.

Pub Date—May 70

Note—19p.; Remarks made before a meeting of the Maryland Vocational Association (Howard County, March 14, 1970)

Available from—Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 (Order Number 31570, 1-9 copies, $0.50 ea., 10% discount on larger orders)

Document Not Available from EDRS.

Descriptors—*Bias, *Change Strategies, Discriminatory Attitudes (Social), Educational Assessment, *Educational Attitudes, Educational Change, Educational Needs, Negative Attitudes, Social Attitudes, Speeches, *Vocational Education, Vocational Education Teachers

There are two new terms I have coined recently that form the basis for these remarks. The two terms and their definitions are: Vocational Educationism, defined as a bigoted, biased view of vocational education; and Vocational Educationist, defined as a person who is suffering from or afflicted with vocational educationism. Stated in its crudest, most bigoted, and most reprehensible form, to the vocational educationist, vocational education is a "nigger". I think this is our national calamity, our national shame. I propose six action steps to reduce vocational educationism–steps that must be taken by vocational educators themselves. The greatest need facing vocational education today is for meaningful integration into the total pattern of American education. I am fearful that, if such integration is not quickly accomplished, we are in danger of creating a dual system of education in this country that would be disastrous for our youth. We must, it seems to me, do whatever is necessary to avoid that danger. (Author/LH)

ED 123 445 CE 007 183

Agricultural Education for the Seventies and Beyond.

American Vocational Association, Washington, D.C.

Spons Agency—Commission on Education in Agriculture and Natural Resources, Washington, D.C.

Pub Date—Jul 71

Note—44p.

Available from—Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 (Order Number 42371, 1-9 copies, $0.75 ea., 10% discount on larger orders)

Document Not Available from EDRS.

Descriptors—Adult Education, *Agricultural Education, *Educational Planning, Educational Responsibility, *Futures (of Society), Leadership, Post Secondary Education, Program Coordination, Program Development, Program Planning, Research, Secondary Education, Teacher Educator Education, *Technical Education, *Vocational Education

Prepared by a group of professional leaders in agriculture and agricultural education throughout the United States, the pamphlet focuses on broad planning and leadership for the future in the field of agricultural education. An introductory section which traces influences on vocational education program development is followed by a section discussing vocational-technical education agricultural programs at the secondary, postsecondary, and adult education levels. Current trends, program implications, program growth, successful program components, agricultural educator role, and program coordination are discussed. A third section dealing with the future responsibilities of the agricultural teacher educator touches upon preparation of agricultural educators, graduate and inservice education, research, and teaching of agriculture at the university level. Concluding recommendations are related to research expansion, teaching-learning process improvement, ready availability of relevant programs, and improved agricultural educator preparation. (EA)

ED 123 446 CE 007 185

The Challenge of Change: Report of the Technical Education National Seminar.

American Vocational Association, Washington, D.C.

Pub Date—May 74

Note—43p.; Papers presented at the Technical Education Seminar (First, Atlanta, Georgia, May, 1974)

Available from—Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 (Order Number 63174, 1-9 copies, $2.75 ea., 10% discount on larger orders)

Document Not Available from EDRS.

Descriptors—Articulation (Program), Community Colleges, *Effective Teaching, *National Organizations, Post Secondary Education, Secondary Education, Seminars, *State of the Art Reviews, *Technical Education, Technical Institutes, *Technological Advancement, Vocational Education

The document consists of seven papers presented at the First Annual Technical Education Seminar (May, 1974) on the Challenge of Change in Technical Education, conducted by the Technical Education Division of the American Vocational Association. The papers, representative of the many presented at the seminar, have been published to serve as a reference for technical educators and to help improve the state of the art of technical education. The papers are: "The Technician–A User's Point of View," George W. Elliott; "Effective Teaching–A User's Point of View," Addison S. Hobbs; "Effective Teaching–A Local Director's Point of View," Rex Billings; "Effective Teaching–An Instructor's Point of View," William G. Montrois; "Experiences and Philosophies in Fostering Articulation Between Community/Junior Colleges and an Institute of Technology," Roy I. Satre; "Challenges for Change for the Urban Disadvantaged," Robert L. Prater; and "The National Fund for Postsecondary Education," Charles Bunting. (EA)

ED 123 447 CE 007 186

Convention Proceedings Digest: American Vocational Association (Atlanta, Georgia, November 30-December 5, 1973).

American Vocational Association, Washington, D.C.

Pub Date—May 74

Note—384p.

Available from—Publications Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 (Order Number 61574, 1-9 copies, $2.50 ea., 10% discount on larger orders)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Annual Reports, *Conference Reports, Meetings, *Professional Associations, Speeches, *Vocational Education, Workshops

Identifiers—*American Vocational Association, AVA

The document is the fifth volume in an annual series of American Vocational Association (AVA) proceedings digests. It contains the reports of professional meetings, workshops, educational tours, speeches, and discussions, as well as the resolutions, elections, and other activities undertaken at the various meetings. The proceedings of meetings of the following groups are presented: (1) general sessions, (2) AVA awards and Educational Exhibitors Association–Ship's Citation, (3) House of Delegates, (4) AVA policy resolutions, (5) Adult Education Department, (6) Postsecondary Education Department, (7) Research and Evaluation Department, (8) Secondary Education Department, (9) Special and Related Programs Department, (10) Supervision and Administration Department, (11) Teacher Education Department, (12) Agricultural Education Division, (13) Business and Office Education Division, (14) Distributive Education Division, (15) Guidance Division, (16) Health Occupations Education Division, (17) Home Economics Education Division, (18) Industrial Arts Education Division, (19) Manpower Division, (20) New and Related Services Division, (21) Technical Education Division, (22) Trade and Industrial Education Division, and (23) related groups and organizations. A list of commercial, educational, and architectural exhibitors concludes the document. (Author/EC)

ED 123 448 CE 007 187

Krebs, Alfred H., Ed.

The Individual and His Education: Second Yearbook of the American Vocational Association.

American Vocational Association, Washington, D.C.

Pub Date—72

Note—351p.

Available from—Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 ($8.50)

Document Not Available from EDRS.

Descriptors—Adult Students, Anthologies, Disadvantaged Groups, Employment Opportunities, Employment Qualifications, Handicapped Students, *Individual Development, Individualized Curriculum, *Individualized Instruction, *Occupational Choice, Occupational Guidance, Post Secondary Education, Secondary Education, Student Attitudes, Student Motivation, *Teaching Methods, *Vocational Adjustment, Vocational Counseling, Vocational Development, *Vocational Education, Work Experience Programs, Yearbooks

The book is a collection of articles encompassing a broad spectrum of views and topics and providing insights into the role of vocational education as it seeks to deal with the problems each individual faces in adjusting to a career-oriented society. The volume is divided into three sections which lead the reader through the entire process of entering vocational education, progressing through its programs, and entering a chosen field of work. Each of the parts carries a continuing emphasis on what vocational education can do for the individual. Among the areas the book explores are: attitudes and reasons concerning an individual's decision to enter vocational programs, methods of instruction that look to means of individualizing curricula, work study programs, and the attitudes and abilities expected of the employee by a prospective employer. In addition to vocational educators, the authors (for whom brief biographies are listed) include psychologists, a homemaker, a graduate student, and a company president. (Author)

ED 123 449 CE 007 188

Strong, Merle E., Ed.

Developing the Nation's Work Force: Yearbook 5 of the American Vocational Association.

American Vocational Association, Washington, D.C.

Pub Date—75

Note—347p.

Available from—Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 ($10.00)

Document Not Available from EDRS.

Descriptors—Anthologies, Apprenticeships, Business, Educational Objectives, Equal Opportunities (Jobs), Futures (of Society), *Human Capital, Human Resources, Industry, Job Satisfaction, *Labor Force, *Manpower Development, Personal Growth, Policy Formation, Post Secondary Education, Productivity, Secondary Education, Technical Education, Training, *Vocational Education, Working Women, Yearbooks

Focusing on major issues related to the preparation of the nation's work force, the yearbook considers all sectors of manpower preparation–public and private schools, industry, military, and other agencies. Thirty contributing authors represent the broad fields of manpower and research. Section 1, The Opportunity for Leadership, contains chapters on building a national manpower policy, preparing people for the work force, and relating revenue sharing to manpower training. Section 2, Nature and Measurement of Work, includes a series of chapters primarily by persons representing disciplines other than vocational education and examines the future of work, the importance of work in terms of personal fulfillment, changes taking place in work, how work is measured, how productivity is measured, some examples of restructuring work, and work satisfaction. Section 3, Learning from Past Manpower Experience, deals with secondary/postsecondary vocational and technical education, proprietary vocational schools, training in business and industry, manpower training and apprenticeship, employment training for special groups, and war production training. Section 4, Equal Opportunity in Work and Education, discusses discrimination, employment of women, and economic rationale for human investment, as well as educational goals and specific goals and roles of vocational education. (Author/EA)

ED 123 450 CE 007 190

Study of Barriers to Participation in Post Secondary Education as Perceived by Adults in West Central Minnesota.

Minnesota Univ., Morris.

Spons Agency—Office of Education (DHEW), Washington, D.C.; West Minnesota Consortium for Community Service.

Pub Date—Dec 75

Note—106p.; Prepared by the Morris Learning Center of the Office of Continuing Education and Regional Programs

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Adult Characteristics, *Adult Education, *Adult Students, Educational Attitudes, Educational Interest, *Educational Problems, *Enrollment Influences, *Post Secondary Education, Socioeconomic Influences, *Student Characteristics, Student Motivation

Identifiers—*Educational Barriers, Minnesota

The primary intent of the study of 42 adults in West Central Minnesota was to discover what adult learners perceived as barriers to continuing education. Twelve of the adults interviewed were enrolled in a baccalaureate degree and 30 expressed an interest in postsecondary education but currently were not enrolled (20 future degree seekers and 10 nondegree seekers). All but two had obtained a high school diploma and all but four had completed some post-high school study. Ages ranged from early twenties to the late fifties, with most individuals married and assuming family responsibilities. Five barriers identified were: (1) access to educational facilities, (2) family responsibilities, (3) finances, (4) time, and (5) motivation. Most barriers involved both situational and value-related elements. Eleven of the current degree seekers were able to overcome the situational barrier of access to educational facilities by pursuing the University Without Walls degree at the University of Minnesota, Morris. The study sample population, with access to educational facilities and family responsibilities as the greatest barriers, differed from a national sample by Cross and Valley indicating time and finances to be the greatest barriers. Various implications for adult educators are drawn. (EA)

ED 123 451 CE 007 192

Maritime Education and Training. Hearings Before the Subcommittee on Merchant Marine of the Committee on Merchant Marine and Fisheries. House of Representatives. Ninety-Fourth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Merchant Marine and Fisheries.

Pub Date—76

Note—220p.; Not available in hard copy due to small type in original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Boatmen, *Educational Needs, Educational Programs, *Federal Legislation, *Seamen

Identifiers—*Marine Occupations, *Merchant Marine

The hearings focus on H.R. 1626 and H.R. 9864 (bills to increase the subsistence payments to students at State maritime academies) and H.R. 10413 and H.R. 10500 (bills to amend the Merchant Marine Act of 1936 and the Maritime Academy Act of 1958 to provide for an integrated system of education and training of officers for the U.S. Merchant Marine and for other purposes). The report of the first hearing (27 pages) contains the full texts of statements from the Maritime Administration of the Department of Commerce and the Alumni Association of the U.S. Merchant Marine Academy and verbatim reports of the discussions following the statements. The report of the second hearing (67 pages) contains the full texts of statements from the Office of Merchant Marine Safety of the U.S. Coast Guard, and superintendents of State Maritime academies and verbatim reports of discussion. The report of the third hearing (118 pages) consists of the full texts of statements from, and discussion with, the Committee on Merchant Marine of the American Legion; National Council of the Maritime Academy Alumni Associations; the Maritime Transportation Research Board of the National Research Council/National Academy of Sciences; the International Organization of Masters, Mates, and Pilots; and the Marine Engineers Beneficial Association. (Author/EC)

ED 123 452 CE 007 194

The GED Testing Program Policies and Centers. Policies of State-Level Departments of Education Official GED Centers.

American Council on Education, Washington, D.C. General Educational Development Testing Service.

Pub Date—76

Note—127p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Administrative Agencies, *Equivalency Tests, *Guides, *High School Equivalency Programs, National Programs, *Policy, State Agencies

The guide is designed to provide the user with complete information regarding the operation of the general education (GED) testing program on a State by State basis. Information regarding requirements for issuance of credentials, minimum age for testing, requirements for retesting, method of applying, official transcripts, fees, the name and address of each State administrator, along with a full listing of official GED centers and chief examiners for each State and territory is provided alphabetically by State. The provinces of Canada, military centers, and Veterans Administration hospitals and centers are also included. (LH)

ED 123 453 CE 007 198

Dvorak, Charles F.

Self-Concept and Response Variability as Predictors of Leadership Effectiveness in Cooperative Extension.

Pub Date—Apr 76

Note—37p.; Paper presented at the Adult Education Research Conference (Toronto, Canada, April, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Programs, Extension Agents, *Extension Education, Individual Power, Interpersonal Relationship, *Leadership, Leadership Qualities, Leadership Styles, *Predictor Variables, *Self Concept, Self Concept Tests, Task Performance

The research aimed at determining the extent to which two variables, self-concept and response variability, are related to one of the principal components of Fiedler's Contingency Model of leadership, the Esteem for the Least Preferred Coworker (LPC) instrument. Sixty extension workers in the Expanded Food and Nutrition Education Program in New York State comprised the population for tests between major variables. The number was reduced to 47 for tests of the contingency theory. Three intervening variables describing the leader's operating situation were: leader-member relations, task structure, and position power. Eight situations are described by the three variables ranging from very favorable to very unfavorable for the leader. Two quantitative measures of group performance were employed: a Single Factor Score and an Exposure Index. The first hypothesis, which postulated a negative relationship between LPC and self-concept, was rejected. The second hypothesis, which considered the response variability of each respondent in low, intermediate, and high LPC groups advanced the notion that a curvilinear relationship existed between LPC score and response variability. The third hypothesis, which viewed response variability with regard only to each person's average LPC score, demonstrated a negative relationship between self-concept and response variability. (JR)

ED 123 455 CE 007 201

Implementation of NACVE [National Advisory Council on Vocational Education] Recommendations.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—Oct 74

Note—15p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Advisory Committees, Educational Finance, Educational Improvement, *Educational Legislation, Educational Needs, Educational Planning, Educational Problems, *Federal Legislation, Occupational Guidance, *Program Development, Program Improvement, *Reports, Student Organizations, Vocational Counseling, *Vocational Education

Identifiers—NACVE, *National Advisory Council on Vocational Education

The document provides an examination of the results of implementation of the National Advisory Council on Vocational Education's (NACVE's) recommendations. Since its creation by the Vocational Education Amendments of 1968, the NACVE has published eight formal reports and two special reports. In addition, the NACVE periodically testifies before the Appropriations Committees and other Committees of Congress. The discussion summarizes the impact of and actions taken on the following recommendations, which were the focus of the separate reports: (1) a change in attitude to improve vocational education and its image, (2) better coordination of Vocational Education and Manpower programs, (3) job placement programs in secondary schools, (4) a system for better research of needs for vocational education, (5) the need for increased funding for vocational and technical education programs, (6) improvement in guidance and counseling services for youths and adults, (7) recognition and financial support of student organizations as integral to instructional programs, and (8) separation of legislation and funding for career education and vocational education. The special reports contained recommendations pertaining to employment problems of the Vietnam veteran and reform of Indian education in America. (Author/MS)

ED 123 457 CE 007 203

A Call for a National Policy on Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date—15 Dec 75

Note—10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Needs, *Educational Policy, Manpower Development, Policy Formation, *Vocational Education

Identifiers—NACVE, *National Advisory Council on Vocational Education

The document contains the twelfth statement from the National Advisory Council on Vocational Education. It calls for a strong national policy towards vocational education and emphasizes the growing importance of vocational education in manpower development and the national economy. The lack of a national policy in vocational education has created problems in the definition of responsibilities in various sectors of education and training. A national policy is needed in order to define these responsibilities and to measure the effectiveness of vocational education as well as provide directions for its development and implementation. (EC)

ED 123 461 CE 007 207

Main, Ray E. And Others

Advancing the Application of Job Performance Aids Within the Navy: I. Development of Systematic Approaches.

Naval Personnel and Training Research Lab., San Diego, Calif.

Report No.—SRR-71-24

Pub Date—Apr 71

Note—43p.; The recipe conversion job aids in Appendix B will not reproduce well in microfiche

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Armed Forces, Educational Needs, Feasibility Studies, *Job Training, Questionnaires, *Task Performance, *Training Techniques

Identifiers—*Job Performance Aids, Navy

The document presents the results of a preliminary study on the development of job performance aids. Job performance aids are information devices which are applied in actual work situations to assist the worker in the performance of his task. The uses and advantages of job performance aids for the training of Navy personnel are discussed. In order to establish methods of job performance aid development that will have general application, the study developed a categorization of job aid devices based on data collected from a questionnaire designed to gather information on existing attitudes and practices. A set of conversion cards for aiding Commissarymen in recipe conversion was also constructed to determine the feasibility of applying job performance aids to nontechnical ratings. A list of references is included. The survey questionnaire on current practices of job aid implementation and the recipe conversion job aids are appended. (Author/EC)

ED 123 462 CE 007 208

Williamson, Jeffrey G.

The Relative Costs of American Men, Skills, and Machines: A Long View.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—IRP-DP-289-75

Pub Date—Jul 75

Note—71p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Data Analysis, Employment Trends, *Historical Reviews, Income, *Labor Economics, *Labor Supply, Manpower Development, Skilled Labor, Social History, Tables (Data), Technological Advancement, United States History, Unskilled Labor, *Wages

The document is based on a premise that mid-twentieth century experience with income distribution cannot be adequately understood without a better knowledge of the long-term macroeconomic forces that have endogenously determined the wage structure. The secular performance of the price of skills and the occupational wage structure are important to an understanding of technique choice, labor-saving technological change, capital formation, and income distribution. A quantitative documentation and an analysis of related literature on the relative price of raw labor, skills, and machines during the period 1816-1896 are presented with illustrative tables and discussion. An attempt is made to redress the balance from labor supply to demand explanations of the long and short-term behavior of wage differentials in the nineteenth century and compare this with the twentieth century experience. (Author/EC)

ED 123 463 CE 007 209

Davis, B. Glen And Others

Field Test of the VIEW Information System in Vocational Region III: Final Report.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—30 Jun 73

Note—104p.; Table I (p. 14-21) will reproduce poorly due to faded type

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Comparative Analysis, Evaluation Methods, Microfilm, *Occupational Information, *Program Effectiveness, *Program Evaluation, Secondary Education, Surveys

Identifiers—Kentucky (Region III), VIEW, Vital Information for Education and Work, *Vocational Information for Education and Work

A study of the effectiveness of the Vocational or Vital Information for Education and Work (VIEW) information system was conducted in 10 school districts in Region 3, Kentucky. VIEW utilizes a microfilm aperture card approach with each card containing information on a particular occupation localized to a specific region in the State. The evaluation of VIEW was based on a comparative study of an experimental group and a control group of eighth grade students from each school district. A pre-post survey instrument was developed to determine student awareness of occupational opportunities in Region 3. The survey was administered to both groups before and after the introduction of VIEW materials. VIEW materials were also evaluated by the experimental group. Conclusions based on data collected from the surveys indicate a generally favorable attitude to VIEW materials by students, teachers, and parents. The discussion is supported by tables and figures. Appended materials include the following: (1) testimonials, (2) sample of VIEW script, (3) user's manual including list of occupations, (4) sample VIEW card, (5) compilation of user statements, (6) pre-post survey instrument, (7) user evaluation form, and (8) professional personnel reaction questionnaire. (Author/EC)

ED 123 464 CE 007 210

McConkie, Mark L.

Management by Objectives: A Corrections Perspective.

Georgia Univ., Athens. Southeastern Correctional Management Training Council.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date—Jul 75

Contract—74-ED-04-0009

Note—54p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00352-4, $1.10)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, Correctional Education, *Correctional Rehabilitation, Corrective Institutions, *Guidelines, *Management by Objectives, *Management Development, Management Systems, Manuals, *Program Development, Program Effectiveness, Program Evaluation, Program Planning

The handbook was designed as a guide to help correctional personnel obtain better results in their work by applying the principles of Management by Objectives (MBO). It describes methods of development and processes of implementation of MBO in the correctional setting. The first chapter defines management by objectives and illustrates that it can be applied in corrections and can contribute to increased administrative efficiency. The second chapter focuses on setting measurable objectives and enumerates some of the recurring roadblocks to successful MBO implementation. Chapter 3 explains 16 guidelines for writing objectives while procedures for evaluating and revising the objectives are discussed in chapter 4. Chapter 5 deals with objective setting in areas considered difficult to manage by objectives (public relations, educational programs, financial areas, and personnel departments). Implementation and assessment of an MbO program are described in chapters 6 and 7. The final chapter briefly discusses some frequent pitfalls encountered in MBO application. Appended are: checklists for applicability of MBO to non-profit organizations and for writing objectives in MBO, a diagram showing how to set objectives, and bibliographic references on overcoming resistance to change. A 14-item bibliography of MBC references concludes the handbook. (Author/MS)

ED 123 465 CE 007 211

Computer-based Instruction of Basic Nursing Utilizing Inquiry Approach: Final Report.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

CERL-X-40

Pub Date—31 Aug 70

Contract—NPG-188

Note—95p.

Available from—PLATO Publications, Computer-Based Education Research Laboratory, University of Illinois, Urbana, Illinois 61801 ($0.50, prepaid)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Academic Achievement, *Computer Assisted Instruction, Course Content, *Course Evaluation, *Curriculum Development, Independent Study, Instructional Technology, *Nursing, Post Secondary Education, Questioning Techniques, Teaching Methods, Time Factors (Learning)

Identifiers—*PLATO, Programmed Logic for Automatic Teaching Operations

The project sought to adapt a maternity nursing course and a series of pharmacology lessons for use on a computer-based teaching system (PLATO, Programmed Logic for Automatic Teaching Operation) and to study the relationships of process variables to student achievement in a self-directed learning situation. A combination of tutorial-inquiry teaching strategy permitted the student nurses in the study to gather data, perform simulated experiments, and respond to questions as they interacted with the computer. The PLATO system and procedures used in the study (the 140 subjects, instructional content, lesson preparation, content evaluation, the instructional method, the teaching logic, and record keeping) are described. The results presented showed that, by objective measurement, students learned the same material presented in a classroom on PLATO as well or better in one-third to one-half the time. Student and instructor attitudes toward PLATO were found to be generally favorable. Also included is a 15-item reference list and the following appended material: comparison and evaluation data for lesson forms, learning for specific lessons, and student performance; forms for student and teacher evaluation of PLATO; lesson objectives and sample materials; and a materials evaluation form. (Author/MS)

ED 123 466 CE 007 212

Pondy, Dorothy, Comp.

PLATO IV Accountancy Index.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—Illinois Univ., Urbana; National Science Foundation, Washington, D.C.

Pub Date—1 Mar 76

Contract—NSF-C-723

Note—74p.

Available from—PLATO Publications, Computer-Based Education Research Laboratory, 252 Engineering Research Laboratory, University of Illinois, Urbana, Illinois 61801 ($1.85, prepaid)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Accounting, *Catalogs, *Computer Assisted Instruction, Course Content, *Course Descriptions, Curriculum Planning, Indexes (Locaters), *Lesson Plans, Post Secondary Education

Identifiers—PLATO, *Programmed Logic for Automatic Teaching Operation

The catalog was compiled to assist instructors in planning community college and university curricula using the 48 computer-assisted accountancy lessons available on PLATO IV (Programmed Logic for Automatic Teaching Operation) for first semester accounting courses. It contains information on lesson access, lists of acceptable abbreviations for accounts on PLATO and for terms on PLATO, and a list of the 48 accountancy lessons. A description for each lesson includes the following: file name, author, objective, description of lesson content (by parts), estimated student time required, grade level and subject area, and special notes on lesson design. Correlations of PLATO lessons with classroom materials used at Wright College, Dawson Skill Center, Malcolm X College, and Parkland College are also presented in the catalog. (Author/MS)

ED 123 467 CE 007 213

McKeown, James C.

PLATO Instruction for Elementary Accounting.

Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.; Peat, Marwick, Mitchell and Co., Chicago, Ill.; Price Waterhouse and Co., New York, N.Y.

CERL-X-42

Pub Date—Nov 74

Contract—NSF-C-723

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Accounting, *Computer Assisted Instruction, Post Secondary Education, *Program Evaluation, *Teaching Methods

Identifiers—PLATO, *Programmed Logic for Automatic Teaching Operation

A progress report of a study using computer assisted instruction (CAI) materials for an elementary course in accounting principles is presented. The study was based on the following objectives: (1) improvement of instruction in the elementary accounting sequence, and (2) help for transfer students from two-year institutions. The materials under development are part of the Programmed Logic for Automatic Teaching Operation IV system (PLATO IV). One feature of the system which is extensively used in the accounting materials is provision for the student to enter arithmetic or algebraic expressions as a response to a question. The expression can then be evaluated and the result compared to the correct answer. This feature allows the student to concentrate on the method of solution. The advantages and potential disadvantages of the CAI system are discussed. Twenty-six lessons were developed for the first semester and seventeen for the second semester of a course in financial accounting, and their testing and implementation are described. Examination results and an analysis of student time and completion of homework revealed significant differences in favor of the PLATO IV instruction. (Author/EC)

ED 123 468 CE 007 215

Aviation Structural Mechanic H1 & C.

Naval Education and Training Command, Pensacola, Fla.

Report No.— NAVEDTRA-10313-C

Pub Date—76

Note—570p.; Photographs will not reproduce in microfiche

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-051-5660)

EDRS Price MF-$1.00 HC-$30.13 Plus Postage.

Descriptors—*Aviation Mechanics, Career Ladders, *Course Content, Equipment Maintenance, *Hydraulics, *Job Skills, *Study Guides

The rate training manual and nonresident career course presents materials for individualized study that will assist Aviation Structural Mechanics in Hydraulics (AMH) in meeting the occupational requirements of their rating. The study materials seek to improve job skills among Navy petty officers in conjunction with their on-the-job training as well as to aid the AMH2 in preparing for advancement to AMH1 and the AMH1 in preparing for advancement to AMH Chief. The following subject areas are covered in the 11 chapters of the text: (1) AMH rating, (2) work center supervision and administration, (3) aviation supply, (4) corrosion control, (5) nondestructive inspection of metals, (6) power system maintenance, (7) brake system maintenance, (8) landing gear maintenance, (9) flight control system maintenance, (10) actuating system maintenance, and (11) general hydraulic system maintenance. Many explanatory diagrams are included. A discussion of the metric system and a conversion table are appended. An index is included. A list of minimum qualifications for advancement to AMH1 and Chief is provided. A 59-page section presents eight assignments for the nonresident career course which are based on the materials in the text. (Author/EC)

ED 123 469 CE 007 216

Gilli, Angelo C., Sr.

The Community Junior College Presidency: An Inquiry.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Pub Date—Jan 76

Note—232p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Administrator Characteristics, Administrator Responsibility, Administrator Role, Administrator Selection, Board Administrator Relationship, *Community Colleges, *Comparative Analysis, Data Analysis, *National Surveys, *Presidents, Questionnaires, *Role Perception, Teacher Administrator Relationship

The study focused on the differences and similarities between present presidents of two-year colleges and those who resigned during 1970-74. The report opens with a discussion of the theoretical question: What makes a successful two-year college president? Survey questionnaires were sent to 326 present presidents (235 responded) and 222 former presidents (148 responded). Information was collected for the following areas: (1) demographic considerations, (2) roles of two-year college presidents, (3) influence of presidents on selected college factors, (4) college orientation perceptions of presidents, (5) decision making activities of presidents, (6) work schedules of presidents, and (7) status of former presidents. The responses of present and past presidents to each question are tabulated and discussed at length. The author notes a tendency for former presidents to perceive themselves as having more influence on matters than do present presidents. They were also more likely to assign first ranking to vocational studies, which was ranked second by present presidents. A list of references is included. The questionnaires and letters sent to present and former presidents and State directors of two-year colleges are appended. (EC)

ED 123 470 CE 007 218

Gurney, Elizabeth, Comp. Kintgen, Jean, Comp.

Innovative Approaches to Health Occupations Education.

American Vocational Association, Washington, D.C.

Pub Date—Oct 75

Note—16p.

Available from—Publication Sales, American Vocational Association, 1510 H Street NW, Washington, D.C. 20005 (1-10 copies, $1.00 ea., 10% discount on larger orders)

Document Not Available from EDRS.

Descriptors—Course Descriptions, *Educational Innovation, *Educational Programs, *Health Occupations Education, Post Secondary Education, *Program Descriptions, Secondary Education

To improve communications between health occupations educators and health professionals about developments in health occupations education, a compilation of 21 approaches used in health occupations education is presented. Outlines of the 21 different courses are presented, grouped in eight areas: (1) career mobility–modified LPN program for employed nurse aides, modified LPN program for nurse aides employed in multiple sites, three-level approach to practical nursing, LPN/ADN transition program, statewide vertical mobility in nursing, articulated program in nursing, and statewide career mobility guide; (2) continuing education–coronary care nursing for practical nurses; (3) core content–core courses for the dental area, interdisciplinary core courses and integrated science curriculum for multiple health careers; (4) developmental education–practical nurse summer study skills program; (5) general education adapted for health careers–biomedical interdisciplinary curriculum project and health careers techniques and applications of chemistry; (6) individualized instruction–individualized instruction in an adult nurse aide program and programed materials in a nurse aide course; (7) secondary school programs–secondary medical laboratory assistant program, high school practical nursing, and learning and volunteering; and (8) teacher training–teachers for health agency nurse aide programs. Addresses for further information are provided in each case. (EC)

ED 123 471 CE 007 219

Crim, Roger D. Ross, Eugene W.

A Follow-Up Survey of the Graduates of the High Schools in Vocational Education Region No. 8, New Hampshire.

New Hampshire Supervisory Union 30, Laconia.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—6 May 76

Note—32p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Provincetown, Massachusetts, May 6, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Employment Experience, *Followup Studies, *Graduate Surveys, *High School Graduates, Relevance (Education), *Vocational Education

Identifiers—*New Hampshire (Vocational Region 8)

A followup survey of public high school graduates from six high schools within Vocational Region No. 8 in New Hampshire was conducted to assess the relevance of vocational programs in meeting student needs in their preparation for future employment and to present recommendations for planning future programs. A stratified sample of 1,266 graduates from the years 1969, 1970, 1972, and 1974 were interviewed by telephone regarding their educational and vocational histories. A 66.4% response rate was obtained. An analysis of the data gathered from the interviews led to the following conclusions: (1) all six major vocational education areas were represented in the employment profile; and (2) although 26% of the respondents reported themselves as unemployed, only 7% were looking for employment. Appended materials include the following: a copy of the location information card; interview form; numbers of graduates in other education/-training programs; and occupational categories, divisions, and groups used to define type of employment of graduates. A bibliography is included. (Author/EC)

ED 123 472 CE 007 255

Thompson, Velma Montoya

Programs to Aid Unemployed Aerospace Professionals: Implications for Mid-Life Career Redirection.

Rand Corp., Santa Monica, Calif.
Rand-P-5444
Pub Date—Jun 75
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Aerospace Industry, Age, *Career Change, Employment Problems, *Employment Programs, Employment Services, *Engineers, Failure Factors, Literature Reviews, Occupational Guidance, Occupational Information, Program Effectiveness, *Scientists, *Success Factors, Unemployed, Vocational Adjustment, Vocational Retraining

The Rand paper on programs facilitating the mid-life career redirection of unemployed aerospace professionals is 1 of 20 policy-related research reports commissioned by the Division of Social Systems and Human Resources in the Research Applied to National Needs Program of the National Science Foundation. It is based on the evaluation of some 300 items of literature on the topic of mid-life career redirection. Evaluation criteria were internal and external validity and policy relevance. The paper evaluates those items which assess the effectiveness of the private and public sectors of our economy to mount schemes to deal with the problem of the involuntary career change of aerospace engineers and scientists. It assesses employment programs ranging from those based on the assumption that comparable jobs are available somewhere in the economy to others which assume that retraining and skills conversion are required in order to get professionals reemployed. The review of the literature revealed that unsuccessful retraining programs failed because of inadequate program design, retraining costs, trainees' age, and the nature of labor market information systems. It was concluded that, if retraining programs were to be successful, counseling and job information services should be a prominent feature of such programs. (Author/BP)

ED 123 473 CE 007 256

Zurhellen, Joan H.

Strategies to Overcome Discrepancies between Curriculum Objectives and Affect.

Pub Date—Apr 76
Note—28p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Affective Behavior, *Comparative Analysis, *Educational Objectives, Educational Programs, Educational Strategies, Evaluation Methods, Measurement Techniques, Medical Education, *Nurses, *Student Behavior, Student Teacher Relationship, Tables (Data), *Teacher Influence
Identifiers—Congruency Testing

Congruency testing of stated curriculum objectives and their observed or measured affective behavior counterparts among current students and recent graduates of five nursing education programs revealed discrepancies ranging from slight to extreme. (The programs were representative of the three major types of nursing education: (1) diploma (hospital connected), (2) associate degree, and (3) baccalaureate.) The discrepancies were examined through content analysis of stated program goals, utilizing written summaries of faculty interviews and four testing instruments (Personal Orientation Inventory, 16PF, a Humanitarianism Scale, and a Rokeach Dogmatism Scale). Comparison of stated curriculum objectives with instructor-supervisor-environmental program components indicated that educational strategies of many instructional/supervisory personnel were a probable source of many of the discrepancies. Altering strategies in a direction more congruent to the affective behavior predicted in the curriculum goals, and/or adopting those strategies recommended by a panel of educational experts, improved the observational/measurement indicators of attained affect and, often, instructor-supervisor's interest in monitoring for congruence. The document concludes with 11 pages of testing result data and a two-page bibliography. (Author/BP)

ED 123 474 CE 007 260

Leventhal, Jerome I.

Readings in Cooperative Education.

Temple Univ., Philadelphia, Pa. Dept. of Distributive Education.
Pub Date—Apr 76
Note—51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Annotated Bibliographies, Colleges, *Cooperative Education, Educational Programs, Higher Education, *Periodicals, Post Secondary Education, *Program Coordination, Program Development, Program Planning, Vocational Education

Twenty-three journal articles on cooperative education were selected in a review of the literature by two Temple University graduate classes in the fall of 1975 and the spring of 1976 for those interested in the role of coordinating cooperative education programs. The journal readings consist of articles on theory/planning (6), implementation (11), special programs (3), and postsecondary/college (3). Typical bibliographic data, a summary of the article, and comments to coordinators elaborating on the article's theme are included for each entry. (BP)

ED 123 475 CE 007 265

Ship's Serviceman Laundry Handbook: Rate Training Manual and Non-Resident Career Course.

Naval Education and Training Command, Pensacola, Fla.
Report No.—NAVEDTRA-10293
Pub Date—76
Note—232p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-051-4650)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Clothing Maintenance Specialists, Course Content, Individual Instruction, *Instructional Materials, *Job Training, *Manuals, *Military Training, Technical Education, Textiles Instruction
Identifiers—Laundrymen, Navy

The manual and course form a self study package that enables laundrymen to fulfill the requirements of the Ship's Serviceman (Laundry) rating. Chapter 1 provides information regarding the administration of ship's service activities (equipment maintenance, supervisory responsibilities, and procurement of supplies). Chapters 2 through 12 cover the following topics: laundry organization and management, fibers and fabrics, washing, extracting and drying, flatwork ironing, pressing and finishing, assembly and issue, drycleaning and finishing, removal of spots and stains, decontaminating and disinfecting, and portable laundry equipment. Photographs and diagrams supplement the narration. The set of assignments in the Nonresident Career Course include learning objectives and supporting questions designed to guide students through the manual. A list of commonly used Federal supply laundry products, a glossary, an explanation of the metric system, a subject index, and a 37-page nonresident career course assignment booklet conclude the document. (Author/BP)

ED 123 476 CE 007 266

Day, Gerald F. Tucker, John

Carpentry Performance Objectives.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date—76
Note—46p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Behavioral Objectives, Building Trades, *Carpenters, *Guidelines, Job Skills, *Performance Based Education, Program Development, Trade and Industrial Education

The guidelines for carpentry performance objectives were written for vocational educators in order to insure that their programs are fulfilling the training requirements of today's job market. The document outlines eight uses of performance objectives and provides sample employability profiles, training achievement records, and a carpentry learning activity package. The major portion of the document (27 pages) outlines carpentry performance objectives for the areas of pre-construction operations; tools and equipment; footing, foundation, and concrete forms; floor framing; wall framing; roof framing; roofing; wooden and metal scaffolds; exterior finishes; insulation and vapor barriers and interior finishes. A 20-item bibliography is appended. (BP)

ED 123 479 CE 007 280

White, Thomas W. And Others

Police Burglary Prevention Programs.

Urban Inst., Washington, D.C.
Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date—Sep 75
Contract—73-TA-99-1007
Note—72p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00339-7, $1.80)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Community Education, *Community Programs, *Crime, Human Services, Job Training, Law Enforcement, National Surveys, *Police Action, *Prevention, Program Descriptions, Program Development, Program Effectiveness, Security, Tables (Data)
Identifiers—*Burglary

The study is designed to assist police and other law enforcement agencies, as well as local government officials, in planning new burglary prevention activities and modifying existing ones. Information was compiled from (1) a survey of 50 United States police departments, (2) site visits to 12 departments with operating burglary prevention programs, (3) a literature review, and (4) meetings with offenders, victims, and law enforcement, business, and citizen groups. The study's major findings and recommendations are presented in chapter 2, covering problems that communities face in preventing burglaries and in developing prevention programs. Chapter 3 identifies burglary prevention activities currently used in the 50 cities surveyed. Several of those activities are discussed in detail in chapters 4 through 8: crime-patterns and vulnerability analysis and evaluation, community education, premise security surveys, property marking programs, patrol and surveillance activities, and anti-fencing operations. Tables provide statistics on burglaries and crime prevention programs. Appended materials (28 pages) describe various police crime prevention training programs, the Minnesota Crime Watch program, Oakland and Los Angeles (California) security ordinances, A Model for Estimating Aggregate Deterence and Apprehension Effects, and a two-page bibliography. (BP)

ED 123 480 CE 007 281
Askren, William B.
Human Resources as Engineering Design Criteria.
Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.—AFHRL-TR-76-1
Pub Date—Mar 76
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Data Analysis, *Design, Evaluation Methods, Feasibility Studies, *Human Engineering, *Human Resources, Information Utilization, Job Skills, Knowledge Level, *Man Machine Systems, *Manpower Utilization, Performance Factors, Program Evaluation, Skill Development, Systems Analysis

The report summarizes the results of a number of studies which have been performed in an attempt to develop a technology for using human resources data as criteria in engineering design studies. Eight investigations conducted during the period 1966-1975 are briefly described. The results of the eight studies are integrated around six topics of: feasibility and practicality of using human resources data as criteria in engineering design, methods for using the data in design studies, effect on the system of using the data as design criteria, types of human resources data most relevant for use as design criteria, methods for generating human resources data for use in design studies, and nature of the engineering design process. A 15-item bibliography is appended. (Author/BP)

ED 123 481 CE 007 313
Bennett, Nora And Others
Acronyms for Distributive Education Teacher-Coordinators.
Delaware State Coll., Dover.
Report No.—VT-102-801
Note—15p.; Not available in hard copy due to marginal reproducibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Abbreviations, *Directories, *Distributive Education, Organizations (Groups), *Resource Guides

The list of acronyms was compiled by distributive education majors at Delaware State College as a reference for distributive education teacher-coordinators and students. Not intended to be comprehensive, the alphabetical list consists of 105 abbreviations of organizations, programs, laws, and resources related to education and particularly distributive education. (NJ)

ED 123 482 CE 007 314
Bennett, Nora And Others
Twenty Five Lesson Plans for Distributive Education. Volume 4.
Delaware State Coll., Dover.
Report No.—VT-102-802
Pub Date—76
Note—79p.; Not available in hard copy due to marginal reproducibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Course Content, *Distributive Education, *Grade 11, *Grade 12, *Lesson Plans, Secondary Education, Student Developed Materials, *Teaching Guides

The teaching guide for distributive education, grade levels 11 and 12, was developed by distributive education majors at Delaware State College. It contains five lesson plans for each of the instructional areas of: (1) the functions of marketing and distribution, (2) fundamental skills, (3) product or service technology, (4) social skills and human relations, and (5) economic understandings. Each lesson plan includes the following components: topic, method, grade level, aim, introduction, content (including teaching procedures), summary, and evaluation methods. (NJ)

ED 123 483 CE 007 315
Riley, Clayton Turner, Betty
Developing an Internship Program in Simulated Distributive Education Programs.
Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Report No.—VT-102-803
Pub Date—Sep 75
Note—51p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Distributive Education, *Guidelines, Instructor Coordinators, *Internship Programs, *Program Coordination, *Program Development, Records (Forms), Scheduling, Secondary Education, Work Experience Programs

The document provides guidelines for the teacher-coordinator in the establishment of an internship program in distributive education. The objectives of an internship program in distributive education are enumerated and procedures are suggested for its initiation. The duties of a teacher-coordinator are listed and guidelines are presented for scheduling, rotation of students, orientation of training sponsors and students, labor regulations, development of an internship agreement, transportation and supervision of students, development of the training plan, and evaluation of the program. Grids and calendars offering suggestions for student rotation are appended, along with a sample business survey form, internship agreement form, training plan form, and suggested outline of occupational experiences. Examples of students' evaluation summaries of observation experiences, student progress report form, and student progress chart are also appended. (NJ)

ED 123 484 CE 007 316
Sims, E. Norman
Using the Eyes of Television: A Sourcebook for Disseminators.
Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Report No.—VT-102-804
Pub Date—75
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Educational Television, *Guidelines, *Information Dissemination, Programing (Broadcast), *Publicize, *Television

The booklet presents guidelines for educators in the use of television to disseminate information about their schools or programs. It was designed as a supplement to the "use of television for vocational education teachers and administrators" presentation. Suggestions are offered about the right to use television, approaching the station manager, working with a talk show, working with a reporter, preparing show cards and visuals, and getting one's own program. A brief list of resources for television information dissemination is included. (NJ)

ED 123 485 CE 007 321
Cohen, Richard B.
Human Anatomy and Physiology–Syllabi for Allied-Health-Career Courses.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—VT-102-813
Pub Date—Apr 76
Note—54p.
Available from—Vocational-Technical Curriculum Laboratory, Rutgers–The State University, Building 4103–Kilmer Campus, New Brunswick, New Jersey 08903 (Catalog Number HL-193, $2.00)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Anatomy, Biological Sciences, Course Descriptions, *Curriculum Guides, *Health Occupations Education, Learning Activities, *Physiology, Post Secondary Education, *Teaching Guides, Technical Education

The syllabus package was developed for two health-related science courses: a two-semester course designed to fulfill the basic human-biology requirements of students enrolled in two-year allied health careers programs and a condensed one-semester course for students enrolled in one-year programs. Each course requires four hours per week. Contents for each course are organized as follows: introduction, general course objectives, general student behavioral objectives, methodology, references, teacher preparation, student activities (lecture and laboratory), and student evaluation (including testing, counseling, and grading policies). A topic outline and instructional objectives for each semester are also included. The topic outline is organized into units, with each unit terminating in a laboratory experience called the activity. An approximate hour allocation for each unit and activity are given, based upon 50 minutes as one contact hour. Specific instructional objectives are stated for each unit and activity of the topic outline. Suggested guidelines for preparing handout sheets to accompany the laboratory investigations and a sample handout sheet are included. (Author/RG)

ED 123 486 CE 007 322
Peacock, Marion E.
Your Sewing Machine.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—VT-102-814
Pub Date—Apr 76
Note—122p.
Available from—Vocational-Technical Curriculum Laboratory, Rutgers–The State University, Building 4103–Kilmer Campus, New Brunswick, New Jersey 08903 (Catalog Number NT-194, $2.00)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Instructional Materials, *Manuals, *Programed Texts, Secondary Education, Study Guides
Identifiers—*Sewing Machines

The programed instruction manual is designed to aid the student in learning the parts, uses, and operation of the sewing machine. Drawings of sewing machine parts are presented, and space is provided for the student's written responses. Following an introductory section identifying sewing machine parts, the manual deals with each part and its functions in detail: handwheel, thread holder or spool pin, thread guides, tension, thread take-up, lever, needle bar and needle clamp, needles, presser foot, face plates and feed dogs, base, bobbin, and sewing. (NJ)

ED 123 487 CE 007 323
Steingress, Frederick M. Frost, Harold J.
Stationary Engineering Laboratory Manual–2.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.—VT-102-815
Pub Date—Mar 76
Note—131p.; For Teacher's Guide, see CE 007 324
Available from—Vocational-Technical Curriculum Laboratory, Rutgers–The State University, Building 4103–Kilmer Campus, New Brunswick, New Jersey 08903 (Catalog Number ST-188, $2.50)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Behavioral Objectives, Building Operation, *Equipment Maintenance, *Fluid Power Education, Fuels, *Heating, Industrial Education, Instructional Materials, Job Training, *Labora-

tory Manuals, *Operating Engineering, Power Mechanics, Secondary Education, Study Guides

Identifiers—*Stationary Engineering

The Stationary Engineering Laboratory Manual 2 was designed for vocational/technical high school students who have received instruction in the basics of stationary engineering. It was developed for students who will be operating a live plant and who will be responsible for supplying steam for heating, cooking, and baking. Each lesson in the manual lists behavioral objectives, needed apparatus, procedures, and assignments. The major units are: engineering fundamentals, steam boilers, boiler fittings, boiler room systems, feed-water accessories, steam accessories, fuels, combustion accessories, combustion, boiler plant instruments, boiler water conditioning, compressed air system, electrical, operation, and service and maintenance. (NJ)

ED 123 488 **CE 007 324**

Steingress, Frederick M. Frost, Harold J.

Stationary Engineering Laboratory–2. Teacher's Guide.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-102-816

Pub Date—Mar 76

Note—97p.; For Student Manual, see CE 007 323

Available from—Vocational-Technical Curriculum Laboratory, Rutgers–The State University, Building 4103–Kilmer Campus, New Brunswick, New Jersey 08903 (Catalog Number ST-189, $2.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavioral Objectives, *Building Operation, Equipment Maintenance, *Fluid Power Education, Fuels, Heating, Industrial Education, Instructional Materials, Job Training, *Laboratory Manuals, *Operating Engineering, Power Mechanics, Secondary Education, *Teaching Guides

Identifiers—*Stationary Engineering

The Stationary Engineering Laboratory Manual 2 Teacher's Guide was designed as an aid to the instructors of vocational-technical high school students who have received instruction in the basics of stationary engineering. The course of study was developed for students who will be operating a live plant and who will be responsible for supplying steam for heating, cooking, and baking. Each lesson in the teacher's guide lists behavioral objectives, teaching aids, procedures, summary points, testing suggestions, and assignments. The Major units are: engineering fundamentals, steam boilers, boiler fittings, boiler room systems, feed-water accessories, steam accessories, fuels, combustion accessories, combustion, boiler plant instruments, boiler water conditioning, compressed air system, electrical, operation, and service and maintenance. (NJ)

ED 123 489 **CE 007 327**

Makuka, Kathleen D.

Introduction to the Newspaper. A Teacher's Guide for Slide and Transparency Presentations.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-102-819

Pub Date—Apr 76

Note—80p.; Pages 20 and 21 containing copyrighted comic strips were removed. They are not included in the pagination

Available from—Vocational-Technical Curriculum Laboratory, Rutgers–The State University, Building 4103–Kilmer Campus, New Brunswick, New Jersey 08903 (Catalog Number EN-195, $10.00)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Curriculum Guides, High School Curriculum, *Journalism, Lesson Plans, *Newspapers, Secondary Education, *Slides, *Teaching Guides, *Transparencies, Visual Aids

The Teacher's guide contains seven lesson plans integrating slides and transparencies with other class activities to provide knowledge and understanding of the newspaper. The lesson topics are: the four purposes of the newspaper, fact and opinion, the front page, basic structure of news story, the blind ad and the public ad, the novelty lead, and the travels of a daily newspaper. The lesson objectives, descriptions of the accompanying slides or transparencies, and suggested student activities are presented for each of the lessons. Masters for the transparencies used in five of the lessons are included in the guide; slides are available for the remaining two lessons. A glossary of basic newspaper terms and a bibliography for the teacher conclude the guide. (RG)

ED 123 490 **CE 007 329**

Tack, Martha Wingard Ashford, Deborah Taylor

Dimensions on Women's Employment in Non-Traditional Female Occupations. (A Selected Bibliography), January 1970–July 1975.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE) Washington, D.C.

Report No.—VT-102-821

Pub Date—1 Sep 75

Contract—P00750303

Note—85p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Bibliographies, *Career Opportunities, *Employment Experience, Employment Opportunities, *Equal Opportunities (Jobs), *Females, Occupational Choice, Occupational Information, Working Women

The bibliography contains examples of women's experiences in occupations traditionally filled by men. All occupations except those related to homemaking, nursing, elementary or secondary education, and stenography are included. Entries are coded by broad occupational categories and arranged alphabetically by author according to type of publication: articles; books; brochures, leaflets, monographs, pamphlets, reports, and U.S. government documents; and dissertations. Entries were largely selected on the basis of titles and their applicability to the study, with no effort made to review the content. Research was conducted by searching general and specialized indexes, the Library of Congress card catalog, and the Educational Resources Information Center (ERIC) and by personal contact with government agencies and private organizations. Excluded from the bibliography are international or foreign publications; publications exclusively about wages, legislation, or statistical information; data concerning political activity; and titles published before 1970. Appended is the list of indexes and specialized bibliographies consulted. (Author/RG)

ED 123 491 **CE 007 330**

Adult Basic Education in New Mexico. Personal Growth Curriculum. Revised.

New Mexico State Dept. of Education, Santa Fe. Adult Basic Education Unit.

Spons Agency—New Mexico State Dept. of Education; Santa Fe. Div. of Vocational Education.

Report No.—VT-102-822

Pub Date—May 75

Note—160p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Adult Basic Education, Career Education, Citizenship, *Curriculum Guides, Discussion (Teaching Technique), Family Life Education, Health Education, *Learning Activities, Money Management, *Personal Growth

The revised curriculum guide was first published in 1968 as a result of a workshop conducted for New Mexico's most experienced and qualified adult basic education teachers and administrators. The five general subject areas covered in the text are: Family life, health education, the world of work, money management, and citizenship and government. An introduction and statement of objectives for each area are followed by units on specific subjects. Objectives and suggested activities for topics within the unit are presented. A vocabulary list and/or bibliography are usually included. Emphasis throughout the guide is on student participation in topics of interest to them rather than on the mastery of subject content. Activities, including pretests, case studies, and visits by resource persons, are generally designed to stimulate thinking and discussion. (RG)

ED 123 492 **CE 007 338**

Jobs in Manufacturing. Job Family Series.

Science Research Associates, Inc., Chicago, Ill.

Report No.—VT-102-844

Pub Date—75

Note—59p.; For related documents, see CE 007 338-340

Available from—Science Research Associates, Inc., IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order Number 5-1630, no price given)

Document Not Available from EDRS.

Descriptors—Career Education, *Career Opportunities, Employment Opportunities, Instructional Materials, *Jobs, *Manufacturing, Manufacturing Industry, *Occupational Clusters, *Occupational Information

The instructional booklet explores various occupations in the occupational cluster of manufacturing. In the first chapter, the student is briefly introduced to the occupational cluster concept and to the general area of manufacturing. Chapter 2 describes jobs involved in the production of materials and processing of goods. Chapter 3 discusses manufacturing jobs in distribution, including packaging, marketing, advertising, transportation, and warehousing. Jobs in research are described in chapter 4. In chapter 5, jobs in designing equipment, process, and products are discussed, while the final chapter concerns jobs in management and supervision. Information is provided about various jobs in manufacturing, how they relate to other jobs, and to the general occupational cluster. A fact sheet (listing job titles, educational requirements, and salary ranges) and a list of related SRA (Science Research Associates) materials conclude the booklet. (NJ)

ED 123 493 **CE 007 339**

Jobs in Transportation. Job Family Series.

Science Research Associates, Inc., Chicago, Ill.

Report No.—VT-102-845

Pub Date—75

Note—61p.; For related documents, see CE 007 338-340

Available from—Science Research Associates, Inc., IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order Number 5-1635, no price given)

Document Not Available from EDRS.

Descriptors—Career Education, *Career Opportunities, Employment Opportunities, Instructional Materials, *Jobs, *Occupational Clusters, *Occupational Information, *Transportation

The instructional booklet explores various occupations in the job family of transportation. Following a brief introduction to the concept of occupational clusters, the student is given an overall orientation to the general area of transportation. Chapter 2 describes jobs in water transportation, and chapter 3 deals with rail transportation, briefly tracking the careers of train engineers and other railroad personnel. Chapter 4, on highway transportation, follows the route of the long-haul trucker and interstate bus driver. Jobs in air transportation are the focus of chapter 5, and chapter 6 deals with pipeline transportation. Some occupations found across fields are discussed in chapter 7. The booklet provides information about specific jobs and how they relate to each other and to the general area of transportation. A fact sheet listing job titles, educational requirements, and salary ranges and a list of related SRA (Science Research Associates) materials conclude the booklet. (NJ)

ED 123 494 CE 007 340

Jobs in Marine Science. Job Family Series.

Science Research Associates, Inc., Chicago, Ill.

Report No.—VT-102-846

Pub Date—75

Note—61p.; For related documents, see CE 007 338-340

Available from—Science Research Associates, Inc., IBM, 259 East Erie Street, Chicago, Illinois 60611 (Order Number 5-1631, no price given)

Document Not Available from EDRS.

Descriptors—Career Education, *Career Opportunities, Employment Opportunities, Fisheries, Instructional Materials, *Jobs, Marine Technicians, *Occupational Clusters, *Occupational Information, Ocean Engineering, *Oceanology

The instructional booklet explores various occupations in the job family of marine science. Following a brief introduction to the concept of occupational clusters, the student is given an overall orientation to the general area of oceanography and marine-related careers. A shore research station and the activities of a marine biologist are examined in chapter 2. Chapter 3 describes a typical research expedition and some functions of marine geologists and chemists. Chapter 4 is concerned with marine engineering, chapter 5 with divers, and chapter 6 with mining the sea. The final chapter deals with fisheries and aquaculture. A fact sheet listing job titles, educational requirements, and salary ranges and a list of related SRA (Science Research Associates) materials conclude the booklet. (NJ)

ED 123 495 CE 007 341

Engineering Technician Standards.

National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.

Report No.—VT-102-810

Pub Date—12 Jul 73

Note—35p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Aerospace Industry, *Apprenticeships, *Course Descriptions, *Engineering Technicians, Federal Government, *Government Employees, Job Training, Performance Criteria, *Standards

Identifiers—NASA, National Aeronautics and Space Administration

The booklet describes the program offerings, requirements, training, and pay schedules of the Langley Research Center Technician Training Program. Training schedules and the duties expected upon completion of each of the training areas are specified, along with on-the-job and academic requirements. The areas of training are: engineering draftsman, engineering technician (aircraft operation), electrical engineering technician, electronics engineering technician, engineering technician (fabrication), engineering technician (research facilities), materials engineering technician, mechanical engineering technician, and engineering technician (model-aerospace). Information is also provided about employment and selection of technicians, credit for previous education, length of training, advancements, promotion, and certification. The objective of the training program is to prepare technicians in fields which have particular application to the research and development needs of NASA. (NJ)

ED 123 497 CE 007 355

Latshaw, Lois L.

Development of a Health Occupations Continuing Education Center.

Evansville School of Health Occupations, Ind.

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Report No.—VT-102-862

Pub Date—15 Jun 75

Note—240p.; For related document, see CE 007 356

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Continuing Education Centers, *Educational Needs, Educational Planning, Health Occupations Centers, *Health Occupations Education, *Health Personnel, Needs Assessment, Nurses Aides, Post Secondary Education, Practical Nurses, Program Descriptions, Questionnaires, Surgical Technicians, *Surveys

The project was designed to assess the learning needs of selected health occupations at the vocational level and to develop guidelines for the establishment and administration of a model for a health occupations continuing education center based upon these needs. Licensed practical nurses, nurses aides, and operating room technicians employed in hospitals or nursing homes were the groups selected as a target population. Learning needs of these groups were identified through a questionnaire survey. Perceptions of learning needs were also obtained from instructional and supervisory personnel. Based on the findings of the survey, it was determined that the extreme diversity of learning needs of these occupational groups required the establishment of a learning center with a flexible approach to programing, rather than the more narrowly defined continuing education center. Guidelines were developed for the planning, implementation, and evaluation of such a center. Contents of the report include: a study of the related literature, basic assumptions about the selected occupational groups, methods and procedures, data analysis, summary, conclusions and recommendations (including the guidelines developed), and a bibliography. Appended are background information of the survey sample and suggested forms for use in the proposed learning center. (Author/RG)

ED 123 498 CE 007 407

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 2.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Note—7,537p.; Hard copy not available from EDRS

EDRS Price MF-$13.19 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced in the Volume 9, Number 2 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 9, Number 5. The microfiche set is arranged in the following sequence: (1) a VT number list of those documents in the microfiche set for Volume 9, Number 2, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

ED 124 683 CE 005 536

Emergency Medical Services Program Administration Prototype Curriculum: Curriculum Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date—Aug 75

Note—162p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Administrative Personnel, *Administrator Education, Administrator Responsibility, Administrator Role, Communication Skills, Course Content, Curriculum Guides, Delivery *Systems, Government Role, Human Relations,* Management Systems, *Medical Services, Post Secondary Education, *Program Administration, Program Planning, Resource Guides, Unit Plan

Identifiers—*Emergency Medical Services, EMS

The curriculum guide was developed for training administrators (new entrants and incumbents), at the college level, in Emergency Medical Services (EMS) program administration. It is designed to be comprehensive and to include all knowledge and skills needed to perform the functions and tasks involved in EMS administration and management. The brief first section provides background information on prototype EMS curriculum development. In addition information on the evolution of program design goals, a definition of the training program requirements, and functions and tasks in EMS administration (program planning, implementation, and coordination and evaluation) are discussed. The major section (150 pages) contains the prototype curriculum, presented in 21 curriculum components (each containing several units), grouped into six modules: (1) government and health care, (2) human relations and communications, (3) administration: theory and principles, (4) EMS delivery: dimension and status, (5) EMS delivery systems, and (6) EMS program administration. Provided for each module are: a diagram of the module's scope and the availability of existing programs at the university level, the number of components and instructional units, a brief description of the objectives of the module, references keyed to specific units, and content outlines for each unit of each component. (Author/BP)

ED 124 684 CE 007 189

Kreps, Juanita M., Ed.

Women and the American Economy: A Look to the 1980's.

American Assembly, New York, N.Y.

Pub Date—76

Note—177p.; Background papers for the American Assembly which met in the fall of 1975 at Arden House, Harriman, New York

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($4.00 U.S., $4.55 in Canada)

Document Not Available from EDRS.

Descriptors—Anthologies, Economic Change, *Equal Opportunities (Jobs), *Family (Sociological Unit), Family Life, Federal Legislation, Feminism, *Futures (of Society), Human Capital, Labor Force, Labor Market, Manpower Utilization, Sex Discrimination, *Social Change, Socioeconomic Influences, Socioeconomic Status, *Working Women

The papers discuss the social and economic forces that have enabled women to explore new and expanding roles, and examine the profound effect the resulting changes are having and will continue to have on the economic and social potential of our nation. "Looking Backward in Order to Look Forward: Women, Work, and Social Values in America" puts the topic in perspective. The causes and implications of changes in women's participation in the labor force are discussed in "Family and Work: The Social Life Cycle of Women." The importance to the family of decisions relating to allocation of time and the need for imputing a value to home services and free time are the focus of "Home Work, Market Work, and the Allocation of Time." "Women in Work Organizations" shows the division of the labor market into men's and women's jobs as it operates in a large private firm. Some consequences of women's greater financial independence are analyzed in "Implications of Women's Employment for Home and Family Life." "Impact of Equal Opportunity Laws" finds some impetus towards equal opportunity, while "Requisites for Equality" urges greater political participation by women to bring about measures assuring more equitable treatment. The collection closes with "The Economy Ahead of Us: Will Women Have Different Roles." (SA)

ED 124 685 CE 007 191

Preston, Jim

Vocational Technical and Adult Education Student Follow-Up Study of 1974-1975 Completions.

Sarasota County Board of Public Instruction, Sarasota, Fla.

Pub Date—21 May 76

Note—68p.; For related documents, see ED 121 996-999

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Educational Experience, Employment Experience, Employment Level, *Followup Studies, *Graduate Surveys, *High School Graduates, Relevance (Education), Student Attitudes, Student Characteristics, Tables (Data), *Vocational Education

Identifiers—*Florida (Sarasota County)

The survey population for the study consisted of 1,025 Vocational Preparatory completions in Sarasota County, Florida, from whom a 63% response rate was obtained. Information was sought concerning their availability for employment, employment experience, relevance of education to employment, place of work, wages, method used in securing work, present occupation, and rating of the quality of education. Fifty-five pages of the document contain the tabulated responses, without discussion, presented separately for all programs, health occupations programs, industrial programs, office occupations programs, secondary students, and postsecondary students. The 8% unemployment rate for the group surveyed was well below county and State averages for the same time period. Of those employed 64% felt that their present job was related to their training. Of the sample 22% were involved in some form of postsecondary training, of which about one-half were in programs related to their previous vocational training. When asked to rate the quality of the training they received 89% responded at the "good to excellent" levels. The survey form is included. (SA)

ED 124 686 CE 007 214

Parnes, Herbert S.

A Conceptual Framework for Human Resource Policy: Implications for Vocational Education Research and Development.

Ohio State Univ., Columbus. Center for Vocational Education.

Note—9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Needs, *Educational Policy, Human Development, *Human Resources, *Manpower Development, Manpower Utilization, Occupational Choice, *Policy Formation, *Vocational Education

Human resource policies are those courses of action designed to enhance the effectiveness of human beings in their productive roles and to make the productive role best serve the other needs of man. There are several categories of human resource policy: (1) policies designed to achieve the fullest development of human resources, (2) policies concerned with the optimal allocation of resources, (3) policies concerned with human resource utilization, (4) policies concerned with human resource maintenance and conservation, and (5) policies concerned with maintaining a high level of demand for employment in the economy. A basic relationship exists between human resource policy and vocational education research and development. However, there are several issues that need to be studied. It is important to know the proper mix of training in and out of school in generating the competence required for various kinds of careers as well as the manner by which the school system can better provide the kinds of labor market information that will allow youth to make rational occupational decisions. There is also the complex task of integrating the entire educational experience in order to achieve all of the objectives that education is designed to serve for all students. (Author/EC)

ED 124 687 CE 007 217

Harrison, Laurie R.

Career Guidance for Adults: Focus on Women and Ethnic Minorities: A Planning Manual and Catalog of Programs.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.; San Jose Unified School District, Calif.

Pub Date—Jan 76

Contract—OEG-0-74-1722

Note—230p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Adult Education Programs, Career Change, *Career Education, Career Planning, Directories, Disadvantaged Groups, *Females, Guidelines, *Minority Groups, Occupational Guidance, *Program Descriptions, *Program Planning

Identifiers—*Career Guidance

The document contains two major sections: a 210-page catalog of viable approaches to adult career planning and development, preceded by a 25-page manual designed to facilitate use of the catalog and also to assist in planning or improving adult career guidance programs. The manual provides guidelines to five major activities (determine local needs, review catalog approaches for ideas, develop implementation procedures, implement the program, and evaluate the program) which are discussed in detail. The catalog section contains detailed descriptions of career guidance programs for adults, which were selected after a national search. Programs are grouped into four main sections, treating programs for women, ethnic minorities, mid-career changes, and other target populations (rural residents, prisoners, handicapped, veterans, general adult audiences, and senior citizens and retired persons). The lengthy descriptions cover: program goals; program size and target population; year started; staffing; facilities, materials, and equipment; major features; and evaluation. (SA)

ED 124 688 CE 007 229

Whitehead, Claude

Planning and Organizing a Sheltered Workshop for Mentally Retarded Persons.

National Association for Retarded Citizens, Arlington, Tex.

Spons Agency—President's Committee on Mental Retardation, Washington, D.C.

Note—82p.; For related document, see CE 007 230

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Guides, Facility Planning, Federal Legislation, Manuals, *Mentally Handicapped, Mental Retardation, National Organizations, *Normalization (Handicapped), Operating Expenses, *Program Administration, Program Budgeting, Program Content, *Program Planning, Rehabilitation Counseling, *Rehabilitation Programs, *Sheltered Workshops, State Legislation, Vocational Rehabilitation

The document is a basic guide for planning and organizing a sheltered workshop, a work-oriented rehabilitation facility with a controlled working environment and individual vocational goals. The workshop utilizes work experience and related services to help the mentally retarded person progress toward normal living and a productive vocational status. The first of nine chapters defines types of workshops and clients and discusses basic considerations. The State and Federal laws that control and provide financial assistance to workshops are described in chapter 2. Chapter 3 deals with budgeting for operations. Procedures related to the industrial operation of the workshop are detailed in chapter 4. The rehabilitation services which should be provided by the workshop are delineated in chapter 5. Business and personnel management, public relations, and standards, accreditation and evaluation are subjects covered in the remaining three chapters. Appended are: a guide to organization and administration, a list of national organizations and Federal agencies interested in the handicapped, a list of Federal and national technical resource organizations, and a 25-item bibliography. (Author/MS)

ED 124 689 CE 007 230

Bergman, Allan

A Guide to Establishing an Activity Center for Mentally Retarded Persons.

National Association for Retarded Citizens, Arlington, Tex.

Spons Agency—President's Committee on Mental Retardation, Washington, D.C.

Note—93p.; For related document, see CE 007 229

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Guides, Custodial Mentally Handicapped, Daily Living Skills, Manuals, Mentally Handicapped, Mental Retardation, National Organizations, *Normalization (Handicapped), Parent Participation, *Program Administration, Program Content, *Program Planning, *Rehabilitation Centers, Rehabilitation Programs, *Trainable Mentally Handicapped, Vocational Adjustment, *Vocational Rehabilitation

Identifiers—*Work Activity Centers

The guide contains basic information for establishing a work activity center, a work-oriented facility providing compensatory pre-vocational and vocational education and training programs for men and women of post-school age. The center serves those mentally retarded adults not developmentally prepared to enter a sheltered workshop program. The first two chapters present an historical overview of activity center programs and the related contemporary philosophy and ideology, based on the principle of normalization and the developmental model. The next five chapters discuss the following planning and program considerations of an activity center: planning a work activity center, individual evaluation and program planning, personal-social adjustment training, work adjustment training, and vocational training. The final chapter is a comprehensive guide to administration of the activity center. A list of national organizations and Federal agencies interested in the handicapped and a 136-item bibliography are appended. (Author/MS)

ED 124 707 CE 007 248

Implementing Career Awareness in the Elementary School.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date—Jul 75

Note—14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Awareness, Career Education, Educational Objectives, *Elementary Education, *Guidelines, Program Planning, Staff Improvement, State Programs

Identifiers—*Oregon

Plans for the implementation of career education in the elementary schools of Oregon focus on career awareness through emphasis on the producer role in relation to other life roles. The guidelines briefly cover: program administration and coordination, student outcomes (curriculum tenets, assumptions, and outcomes, providing broad objectives to assist teachers in the formulation of a career education curriculum and related activities), and staff development (teacher competencies, planning staff development, and supplemental staff activities). A glossary of terms and a list of the members of the ad hoc advisory committee for career awareness guidelines for Oregon are included. (EC)

ED 124 708 **CE 007 249**
Vocational Education in Oregon: Annual Descriptive Report, 1975.
Oregon State Dept. of Education, Salem.
Pub Date—75
Note—129p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Annual Reports, Career Education, *Educational Programs, Post Secondary Education, Secondary Education, *State Programs, *Vocational Education
Identifiers—*Oregon

The 1975 annual report of the Oregon Vocational Education Program presents a narrative description and statistical information on the vocational education operations and achievements of the State in relation to the objectives contained in the State Plan. The report focuses on the following areas of activities: (1) regular programs in the areas of secondary, post secondary, adult, and disadvantaged and handicapped education; (2) review of target geographical areas and population groups; (3) review of other activities, which include programs under contract, vocational guidance and counseling, construction of area schools, ancillary services and activities, evaluation, personnel development, research demonstration projects, curriculum development, manpower analysis, career awareness, career exploration, industrial arts, and volunteer firemen; (4) review of special programs, which include State research and training in vocational education, exemplary programs, consumer and homemaking, cooperative programs, and work-study programs; (5) review of exceptional or model programs; (6) activities and highlights of vocational youth organizations; and (7) vocational education needs. Appended materials include enrollment data and a directory of vocational programs in community colleges and secondary schools. (Author/EC)

ED 124 709 **CE 007 250**
Guidelines for Implementing Career Exploration in the Early Secondary School Years.
Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date—May 75
Note—37p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Career Education, *Career Exploration, *Guidelines, Program Planning, *Secondary Education, State Programs
Identifiers—*Oregon

Career education at the elementary level in Oregon focuses on career awareness and career exploration. At the secondary level a higher degree of experiences is developed in career exploration, which is concerned with self-understanding, occupational exploration, and career information. Career exploration provides experiences in career decision making, cluster orientation, cluster exploration, exploratory work experience, and guidance services. The guidelines offer specific student outcomes for an exploratory career education program for grades 7-10. Subject areas which can provide direct career exploration experiences include industrial arts, home economics, business education, social studies, science/health, and economics. The relation of these areas to various occupations are charted. Suggestions for teaching procedures which include career exploration activities are offered for the following subjects: science, math, social studies, English, industrial arts, homemaking, art, music, physical education, and health. Ways of implementing exploratory activities in small schools are discussed. (EC)

ED 124 710 **CE 007 251**
Perry, Wayne D.
Corporate and Management Policies for Recruitment, Employment, Training, and Retention of the Secondary Labor Force.
Rand Corp., Santa Monica, Calif.
Report No.—Rand-P-5535
Pub Date—Nov 75
Note—36p.; Prepared for the TIMS/ORSA Meeting, Corporate Planning Session (Las Vegas, Nevada, November 17-19, 1975)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Disadvantaged Groups, *Employment Problems, Employment Programs, Job Tenure, Labor Force, *Labor Turnover, Manpower Utilization, *Mathematical Models, Measurement Techniques, *Statistical Studies
Identifiers—Job Opportunities in the Business Sector, National Alliance of Businessmen, *Secondary Labor Force

The document presents the corporate and managerial policy results of quantitative models of an individual's propensity to terminate from manpower programs. The models were tested using a sample from 10 firms participating in the National Alliance of Businessmen (NABS) and the Job Opportunities in the Business Sector (JOBS) programs formed to identify, hire, and train unemployed members of the secondary labor market and to integrate them into the primary labor market. The withdrawal processes were studied using econometric simultaneous equation techniques along with multivariate statistical and probabilistic methods including reliability theory. A simultaneous model of turnover, retention, and absenteeism was developed, in order to investigate the hypothesized relationship between absenteeism and turnover. It includes the disaggregation of job satisfaction into a number of variables and also the introduction of supervisory variables. The study supports the assumption that turnover and attendance do not have identical determinants. Solely in terms of significance the findings show company policy variables to be the most important determinants of the propensity to terminate. The implications of the findings for hiring and supervisory policies relating to programs attempting to integrate disadvantaged workers are discussed at some length. A list of references is included and statistical data and analyses appended. (Author/EC)

ED 124 711 **CE 007 274**
Ryan, T. A. And Others
Model of Adult Basic Education in Corrections.
Hawaii Univ., Honolulu. Education Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Contract—OEG-0-9-21106-4248(323)
Note—313p.; For related document, see CE 007 275
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors—*Adult Basic Education, Bibliographies, *Correctional Education, Corrective Institutions, Delivery Systems, Educational Needs, Educational Objectives, *Instructional Systems, Management Systems, *Models, Program Development, Program Evaluation, *Systems Approach

The document provides a model for planning and evaluating adult basic education (ABE) programs in correctional settings and is also a workbook for its implementation. It requires the use and understanding of systems techniques and concepts. The introduction discusses the rationale for and development of the conceptual model; basic systems, concepts, and principles; and directions for the model's use. The following seven chapters present major functions that must be incorporated into an ABE delivery system. Chapter 1 concerns the conceptualization of the correctional system, describing the real life environment, with ABE programs as an integral part of the system. Chapters 2 through 5, and 7 combine to provide a very detailed model for a management system: establishing a philosophy and assessing needs; defining systems goals, subgoals, and objectives; formulating a plan to implement major goals; and evaluating delivery systems and programs. Chapter 6 constitutes a model for an instructional delivery system. For each element a definition of concept, relation of element or function to the total model and directions to the user are presented. Appended material includes: a 27-page bibliography; a 21-item annotated list of bibliographies of ABE materials; a glossary; names of contributors to the model, resource personnel and advisory committee members; and author and subject indexes. (Author/BP)

ED 124 712 **CE 007 276**
Stacy, William J. And Others
Determination of Officer Grade Requirements by Management Engineering Teams. Final Report.
Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.—AFHRL-TR-75-80
Pub Date—Dec 75
Note—39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Employment Qualifications, *Evaluation Methods, Job Analysis, Multiple Regression Analysis, *Officer Personnel, *Personnel Evaluation, *Promotion (Occupational), Rating Scales

Management Engineering Teams (MET) were used in the development and testing of a methodology for determining non-aircrew officer grade requirements. The methodology tested was an extension of the Officer Grade Requirements (OGR) procedure developed during the 1963-1966 time period. In the OGR project, a criterion board rated 3,575 officer jobs for grade, then a nine-variable multiple regression equation was developed which efficiently predicted the criterion ratings. In the current application, the METs rated 485 officer jobs from the OGR job sample and 1,687 new jobs. For the 485 job samples, predicted composite scores were obtained from MET ratings utilizing the nine-variable regression equation. These scores were correlated with the criterion board ratings on the same jobs, producing a validity coefficient of .90. An interrater reliability of .95 on the total 2,172 jobs was obtained for these raters. These results indicate that METs can reliably rate officer jobs for determination of grade and can accurately replicate the criterion board ratings. Recommendations were made for operational implementation and for further research to provide a more stable grade conversion table and to determine the total distribution of non-aircrew officer grade requirements. Research instruments are appended. (Author)

ED 124 714 **CE 007 317**
Moughan, John P. And Others
Electricity. Electrical Appliance Serviceman (Major Resistive Type).
Orange County Public Schools, Orlando, Fla.
Report No.—VT-102-806
Note—218p.
Available from—Orange County Career Development Program, 410 Woods Avenue, Orlando, Florida 32805 (Single copies available at cost)
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Appliance Repairing, *Curriculum Guides, *Electrical Appliance Servicemen, Electricity, Entry Workers, *Individualized Instruction, Instructional Materials, Job Training, Learning Activities, Secondary Education, Study Guides, Trade and Industrial Education, *Workbooks

Two types of materials comprise the curriculum guide: descriptive information about student, job and individualized instruction techniques for use by the instructor and a set of 10 learning activity packages for the student. Together, these form a work unit which, when successfully completed by the student, provides the necessary skills for an entry-level position as an electrical appliance serviceman. Materials for the instructor consist of the following: description of type of student for whom the curriculum is intended, a brief description of the job, a breakdown of the job into specific tasks, job prerequisites, a prerequisite test for students, job objectives, and a bibliography of books and films. In addition, each learning activity package is preceded by a task detailing sheet listing the steps in performing the task, type of performance skill required, and degree of learning difficulty. Each learning activity package contains: directions, overall goal, specific objectives, activities, study and work sheets, pretest, posttest, and evaluation sheet. Related academic material in a variety of disciplines is included. The 10 appliances are electric lamps, coffee makers, hair dryers, popcorn poppers, skillets, waffle irons, roaster-broilers, ranges, hot water heaters, and clothes dryers. (Author/RG)

ED 124 715 **CE 007 318**

Florida VIEW: Vital Information for Education and Work.

Panhandle Area Educational Cooperative, Chipley, Fla.

Report No.—VT-102-807

Note—25p.; Page 3 containing two sample Florida "view cards" has been removed due to nonreproducibility and is not included in the pagination

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Area Vocational Schools, *Career Planning, Careers, Information Dissemination, Information Services, *Information Systems, Job Skills, Microforms, *Occupational Guidance, *Occupational Information, Program Descriptions, Statewide Planning

Identifiers—*Florida, Florida VIEW

Florida View is an information system developed to provide career and training information for students, counselors, occupational specialists, and teachers. The information is contained on two card decks designed to be read on microfilm readers or reader-printers. Presented in the document are the goals and objectives, advantages, cost and organizational arrangements for implementation, availability of materials, and detailed explanations of sample cards. The career card includes the following information: career title, date card was prepared/revised, requirements and qualifications, preparation and training needed, special entry requirements, prospects and opportunities, working conditions, sources of additional information, and a list of related occupations. Matched to each career card is the local training card containing relevant course information at each institution within a designated local training area offering training for that career. Information includes name of the school, length of the program, cost, course of study, course description, and date the card was prepared/revised. A system for periodic review and updating insures that the information on the card decks is current. Also available to educators is a third card containing names of persons willing to be contacted for occupational information. (RG)

ED 124 716 **CE 007 319**

Chance, Ivey Whitt, Jerry

Performance Tests for Typewriting and VOE Teachers for Measuring Various Achievement Levels. Monograph Series No. 9.

Middle Tennessee State Univ., Murfreesboro.

Report No.—VT-102-808

Pub Date—Dec 75

Note—63p.; Prepared by the Business and Economic Research Center

Available from—Business and Economic Research Center, P.O. Box 102, Middle Tennessee State University, Murfreesboro, Tennessee 37132 ($2.-00)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Achievement, Business Education, Instructional Materials, *Office Occupations Education, *Performance Tests, Post Secondary Education, Secondary Education, Statistical Analysis, *Student Evaluation, *Typewriting

The document consists of a set of performance tests developed to assist the typewriting teacher in determining the achievement level of students. Tests for four different levels of achievement are included, with minimum performance standards specified for each level. For all four levels a test is included for timed typing, letter typing, and tabulation. There is a test for manuscript typing for levels two through four, and level four includes a test for typing numbers in context. Alternate forms of each level of test are included to provide for pretests and posttests. Development of the tests involved two testing programs with approximately 2,000 students in over 40 secondary schools and colleges. Data are also provided on the statistical treatment of the tests. Data indicating student scores on the various exercises will enable the teacher to compare the performance of students on a statewide basis. Standards for scoring timed writings, letters, tables, and manuscripts are also provided. (Author/NJ)

ED 124 717 **CE 007 320**

Project R-5. An Occupational Work Experience Program for Disadvantaged Secondary Youth, School Drop-Outs, and Potential Drop-Outs.

Mesa County Valley School District 51, Grand Junction, Colo.

Report No.—VT-102-809

Note—103p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Business Education, Communication Skills, Developmental Reading, *Educationally Disadvantaged, *Individualized Instruction, Language Arts, Manuals, Practical Mathematics, Remedial Reading, Science Units, *Secondary Education, Social Studies Units, Teacher Developed Materials, *Units of Study (Subject Fields)

Planned for use in an individualized instructional program, the manual contains behavioral objectives for each of five subject areas: commercial (business education), communications (language arts), math, science, and social studies, plus a program in remedial and developmental reading. Arranged by color coded sections, the subject areas are subdivided into specific topics. For example, the social studies units cover American history, American government, civics, economics, general psychology, advanced psychology, and ethnic studies. Written by teachers, the behavioral objectives sometimes relate to texts or instructional packages not identified in the document, as the manual was developed for use in a specific secondary school program for the educationally disadvantaged. (RG)

ED 124 718 **CE 007 325**

Arata, Barbara

Exploring Fashion Design.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-102-817

Pub Date—Mar 76

Note—103p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers–The State University, Building 4103–Kilmer Campus, New Brunswick, New Jersey 08903 (Catalog Number NT-196, $2.50)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Career Education, *Career Exploration, *Clothing Design, *Clothing Instruction, *Curriculum Guides, Grade 9, Grade 10, Home Economics Education, Manuals, *Needle Trades, Seamstresses, Secondary Education, Sewing Machine Operators

Identifiers—Apparel Industry

The purpose of the curriculum guide is to introduce the exploratory student to the fundamental skills and knowledge necessary for employment in the garment industry, from factory to design room. It was developed for a six or seven-week exploratory program for ninth or tenth grade students. The manual provides an introduction to the different areas that comprise fashion design. The units of the guide are: (1) introduction to textiles, (2) preparation of fabrics, (3) cutting and pressing, (4) the power sewing machine, (5) the single-needle lockstitch machine, (6) machine operation, (7) things to make, (8) measurements, (9) using a commercial pattern, (10) designing, and (11) sketching. Each lesson format includes a student objective, detailed information, and assignments. Pictures and diagrams illustrate the lessons. Included in the guide is a list of job opportunities in the garment industry with brief descriptions. (Author/NJ)

ED 124 719 **CE 007 326**

Schofield, James H.

Commercial Art Course of Study and Teaching Guide–Volume 1.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-102-818

Pub Date—Mar 76

Note—205p.; Pages 112 through 114 containing Birren's Color Triangle and related assignment are copyrighted and were removed. They are not included in the pagination.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers–The State University, Building 4103–Kilmer Campus, New Brunswick, New Jersey 08903 ($3.00)

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Commercial Art, *Curriculum Guides, Instructional Materials, *Lesson Plans, Secondary Education, *Teaching Guides, Unit Plan, Vocational Education, Vocational High Schools

Intended as part of a continuing commercial art program, the basic course outlined provides the high school student with a core of skills and knowledge common to many of the commercial art jobs. The first part of the course is designed to acquaint the exploratory student with some of the procedures and skills required. Units 1 through 5 cover foundation of drawing, use of rubber cement, introduction to tools and equipment, introduction to lettering, and introduction to kinds of work done in the commercial art field. Units in the second part of the course, for the student expressing vocational interest in the field are: developing proficiency in use of production artist's tools, introduction to color theory, basic drawing, speedball lettering styles, introduction to visual design, and introduction to layout. Objectives for each part of the course are listed. Formats for the lessons within each unit are of two types: (1) a teaching lesson with objectives, introduction, procedure, application, performance criteria, and list of materials needed and (2) assignment sheet with directions and performance criteria. Illustrations are used extensively throughout the text. Appended are a course orientation for the student and a bibliography. (RG)

ED 124 720 **CE 007 328**

California Industrial Arts Education Program Guide.

Los Angeles County Superintendent of Schools, Calif. Career Education Section.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Industrial Education; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-820

Pub Date—75

Note—59p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Educational Programs, Employment Qualifications, *Guidelines, *Industrial Arts, Program Development, Secondary Education, State School District Relationship, *State Standards, Statewide Planning, *Vocational Education

Identifiers—*California

The publication presents program standards and performance objectives for industrial arts education as defined in the California State Plan for Vocational Education. It was designed for industrial arts teachers who wish to assist students in making meaningful occupational selections and to prepare them for enrollment in advanced vocational programs. A list of guidelines for industrial arts education as defined by the California State Plan for Vocational Education appears, along with appropriate professional and program standards. The major portion of the document consists of: (1) State guidelines, (2) program and professional standards with methods for implementation, measurement, and verification in order to assist school districts in conforming with State standards, and (3) program objectives with suggestions for further implementation of the standards. A double-page format for each State guideline provides: (1) the program standard; (2) some suggested methods for implementation, measurement, and/or verification; (3) program objectives; and (4) suggestions for implementing the objective. Five categories of functions of industrial arts programs are listed as guidelines for evaluation purposes. Appendixes contain material related to industrial arts education and the California State Plan for Vocational Education. (Author/NJ)

ED 124 721 CE 007 331
Hollier, Harold Searles, Carmen C.
Career Education Research and Development Project. Adult Education Career Education Guide.
Lafayette Parish School Board, La.
Spons Agency—Louisiana State Dept. of Education, Baton Rouge.
Report No.—VT-102-823
Pub Date—Aug 73
Note—104p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Adult Basic Education, *Career Education, *Curriculum Guides, Interpersonal Competence, Job Application, Job Skills, *Lesson Plans, Money Management, Performance Factors, Personal Growth, Post Secondary Education, Work Attitudes

The curriculum guide was developed to help adult education teachers, counselors, and administrators in planning and implementing creative and innovative activities in the field of career awareness and exploration. The curriculum units are intended to be used in conjunction with subjects usually taught. The definition, goals, and basic concepts of career education are presented. Subconcepts are listed for each of the five basic concepts: self, career, society, economics, and technology. Curriculum units are organized under the following general headings: (1) finding work: how one goes about it, what to expect; (2) keeping a job: attitudes, people, work; (3) helping oneself: planning, school, human relationships; and (4) handling finances: budgeting and buying. Each unit lists the unit topic, subject area, grade level, related concept, and subconcept, and outlines performance objectives, suggested activities, teacher preparation, vocabulary, suggested resource persons and field trips, resources and materials, subject matter tie-ins, and methods of evaluation. Space is provided for the addition of other activities and resources, and blank lesson plan forms are included for teacher utilization. Also included are a bibliography, list of free and inexpensive materials, and a suggested list of resource materials for purchase. (RG)

ED 124 722 CE 007 332
Beasley, Gary F., Comp.
Pre-Employment Training for a Southern Pine Sawmill: Instructor's Guide.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Report No.—VT-102-824
Pub Date—73
Note—31p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Educational Programs, Employer Employee Relationship, Industrial Education, Interagency Cooperation, *Job Training, *Lumber Industry, *Program Descriptions, State Programs, *Teaching Guides

Prepared for instructors of a training program for a southern pine sawmill, the guide is a result of the cooperative efforts of the Mississippi Industrial Training Program, Weyerhaeuser Company, Northwest Mississippi Junior College, and the Research and Curriculum Unit at Mississippi State University. Descriptive information is presented on the following topics: (1) the objectives of the Mississippi Industrial Training Program and the procedures involved in implementing a pre-employment training program; (2) detailed description of a three-week lumber industry training program; (3) the factors contributing to positive employer employee relationships; and (4) an explanation of the manufacturing process of random length mill. The purpose of the pre-employment training program as conceived by the Division of Vocational and Technical Education of the State Department of Education is to make available comprehensive manpower recruiting and training programs for new and expanding industries. (RG)

ED 124 723 CE 007 333
Teacher's Guide for Career Education in Kindergarten–Primary Grades.
Saint Louis Public Schools, Mo.
Report No.—VT-102-832
Pub Date—74
Note—275p.; For related document, see CE 007 334
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—Career Awareness, *Career Education, Career Exploration, *Elementary Education, Instructional Materials, Integrated Curriculum, *Learning Activities, Occupational Clusters, Self Concept, *Teaching Guides, Teaching Procedures, Worksheets

Based on the 15 occupational clusters, the teaching guide in career education consists of three sections of lessons for students K-3, 4-6, and 7-8. Self-awareness, career awareness, and career exploration are the basic domain areas underlying the learning activities. There are 15 lessons for kindergarten level, 14 for primary 1, nine for primary 2, and 18 for primary 3. Many pictorial examples of suggested tasks are included for teachers, along with student worksheets of learning activities, puzzles, and games. For grade levels 4-6, lessons in language arts, mathematics, social studies, science, health, and fine arts are divided into the grade level subsections. For levels 7 and 8, lessons cover the curriculum areas of language arts, mathematics, science and social studies. The format of the lessons includes concepts, performance objectives, suggested time, curriculum areas, new vocabulary, prerequisite knowledge, teacher preparation tasks, instructional procedures, assessment procedures, and supplemental activities. Numerous worksheets of student learning activities are included. (NJ)

ED 124 724 CE 007 334
Teacher's Guide for Career Education in Guidance. Kindergarten–Grade 8.
Saint Louis Public Schools, Mo.
Report No.—VT-102-833
Pub Date—74
Note—69p.; For related document, see CE 007 333
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Career Awareness, *Career Education, Career Exploration, *Elementary Education, *Elementary School Guidance, Interpersonal Relationship, Learning Activities, Occupational Clusters, Self Concept, *Teaching Guides

Career Guidance is linked with academic learning experiences in the lessons to infuse, explore, and evaluate career education in the elementary (K-8) grades. The domain areas underlying the lessons are self-awareness, interpersonal skills, career awareness, and career exploration. The guidance lessons for the various levels from kindergarten through grade 8 are entitled: Who Am I?, Values As They Relate to Self-Concept and Awareness, Self-Awareness, Holidays, Attitudes As They Relate to Self and Others, Values As They Relate to Self-Concept and Awareness, How to Study, Secretaries, Technicians, A Look at Self, and Self and Career Awareness. Each lesson consists of concepts, general goals, performance objectives, grade level, curriculum areas, new vocabulary, prerequisite knowledge, required resources, teacher preparation, instructional procedures, supplemental activities, and assessment procedures. Worksheets of student learning activities accompany many of the lessons. (NJ)

ED 124 725 CE 007 335
Holt Basic Reading. Grades 1-3. A Primary Teacher's Guide to the Use of Basal Reader Stories for Teaching an Awareness of Career and Consumer Education Goals.
Portland Public Schools, Oreg. Area III Office.
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Report No.—VT-102-834
Pub Date—Dec 75
Note—142p.; For related documents, see CE 007 335-337; Page 1 of Appendix B will not reproduce well in microfiche due to faded type
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Basic Reading, *Career Awareness, Career Education, Class Activities, *Consumer Education, Integrated Curriculum, Learning Activities, Primary Education, Reading Comprehension, *Reading Materials, Resource Guides, Supplementary Reading Materials, *Teaching Guides, Teaching Procedures

The teaching guide was prepared by the Portland Public Schools, Area 3, in an exemplary project to create an awareness of career and consumer education concepts in the primary grades by using the content of basic readers that would ordinarily be used exclusively for the teaching of reading skills. The guide follows closely the story lines in the Holt Basic Reader, with each story referenced by locations in the textbook and in the guide. The relation of the story to the objectives of career awareness, consumerism, and reading comprehension is included for each story along with suggested teaching procedures and class activities. Appended are lists of supplementary audiovisual and other materials, cross-reference of goals and concept-descriptor terms and the stories, and learning activity modules. (MF)

ED 124 726 CE 007 336
Ginn 360 Basic Reading. Grades 1-3. A Primary Teacher's Guide to the Use of Basal Reader Stories for Teaching an Awareness of Career and Consumer Education Goals.
Portland Public Schools, Oreg. Area III Office.
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Report No.—VT-102-835
Pub Date—Dec 75
Note—105p.; For related documents, see CE 007 335-337
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Basic Reading, *Career Awareness, Career Education, Class Activities, *Consumer Education, Integrated Curriculum, Learning Activities, Primary Education, Reading Comprehension, *Reading Materials, Resource Guides, Supplementary Reading Materials, *Teaching Guides, Teaching Procedures

The teaching guide was prepared by the Portland Public Schools, Area III, in an exemplary project to create an awareness of career and consumer education concepts in the primary grades by using the content of basic readers that would ordinarily be used exclusively for the teaching of reading skills. The guide closely follows the story lines in the Ginn 360 Basic Reader, with each story referenced by locations in the textbook and in the guide. The relation of the story to the objectives of career awareness, consumerism, and reading comprehension is included for each story along with suggested teaching procedures and class activities. Appended are lists of supplementary audiovisual and other materials, cross-reference of goals and concept-descriptor terms and the stories, and learning activity modules. (MF)

ED 124 727 CE 007 337

Houghton Mifflin Basic Reading. Grades 1-3. A Primary Teacher's Guide to the Use of Basal Reader Stories for Teaching an Awareness of Career and Consumer Education Goals.

Portland Public Schools, Oreg. Area III Office.
Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Report No.—VT-102-836
Pub Date—Dec 75
Note—95p.; For related documents, see CE 007 335-337
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Basic Reading, *Career Awareness, Career Education, Class Activities, *Consumer Education, Integrated Curriculum, Learning Activities, Primary Education, Reading Comprehension, *Reading Materials, Resource Guides, Supplementary Reading Materials, *Teaching Guides, Teaching Procedures

The teaching guide was prepared by the Portland Public Schools, Area 3, in an exemplary project to create an awareness of career and consumer education concepts in the primary grades by using the content of basic readers that would ordinarily be used exclusively for the teaching of reading skills. The guide closely follows the story lines in the Houghton Mifflin Basic Reader, with each story referenced by locations in the textbook and in the guide. The relation of the story to the objectives of career awareness, consumerism, and reading comprehension is included for each story along with suggested teaching procedures and class activities. Appended are lists of supplementary audiovisual and other materials, cross-reference of goals and concept-descriptor terms and the stories, and learning activity modules. (MF)

ED 124 729 CE 007 344

Tobin, Nancy Wilson, Barbara Lazarus

Women and the World of Work.

Education Development Center, Inc., Newton, Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—VT-102-849
Pub Date—75
Note—63p.
Available from—Career Education Project, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160 (No price given)
Document Not Available from EDRS.
Descriptors—Adult Counseling, Career Choice, Career Opportunities, Educational Opportunities, Employment Problems, *Equal Opportunities (Jobs), Federal Legislation, Females, Job Application, Labor Market, *Occupational Aspiration, *Sex Discrimination, Sex Stereotypes, *Vocational Counseling, Vocational Development, *Working Women
Identifiers—*Home Community Based Career Education Project

One of the products developed by the Home and Community-Based Career Education Project, the booklet focuses on the concerns of women who want or need to begin or resume a career. It describes today's working woman, examines her options, and presents practical suggestions for overcoming obstacles in planning for and implementing career decisions. Included are an analysis of the labor market, the reasons for the current status of working women, and the advantages and problems associated with entering formerly male-dominated areas of the labor market. In discussing areas related to personal assessment, job search techniques, and fears about going back to work or school, the booklet may be used to provide counselors and clients with information about the common educational and employment problems of women. The appendix adds information about civil rights, equal employment opportunities, equal pay, and other antidiscrimination legislation, with advice on using the laws. (MF)

ED 124 737 CE 007 352

Myrick, Daryl

Anne Arundel Career Education Project. Final Report.

IBEX, Inc., Durham, N.C.
Spons Agency—Anne Arundel County Board of Education, Annapolis, Md.
Report No.—VT-102-858
Pub Date—Nov 75
Note—151p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Career Education, Decision Making Skills, Demonstration Projects, Elementary Secondary Education, Pretests, *Program Evaluation, Self Concept, *Student Testing, *Tables (Data), Teacher Attitudes, *Test Results

The third party evaluation report covers the 1974-75 school year, the second year of the demonstration project. Summarized are the background, goals, and objectives of the project. Evaluation is centered upon four major information domains or evaluation areas of interest: student self-concept, student decision-making skills, student relationship with the world of work, and teacher attitudes towards career education. The major portion of the document consists of detailed descriptions of the testing program and the results of the four tests administered. These are the self observation scales, decision-making scale, career maturity inventory, and a teacher survey. Student test results are analyzed by sex, grade level, and administrative area within the county. Test results are summarized in the appendixes. Data reported are primarily pretest data, with post-test data to be included in the 1975-76 evaluation. It is recommended that the staff determine if sex differences in test results are due to curriculum deficiencies. Responses to the teacher survey are summarized in the report and shown by area in the appendixes. High teacher support for the project is evidenced by the integration of career education into other subject areas, effective use of materials, and high number of career education activities undertaken. A bibliography is included. (RG)

ED 124 738 CE 007 353

Recruitment and Employment of Foreign Workers–Iran. Project Findings and Recommendations.

International Labour Organisation, Geneva (Switzerland).
Spons Agency—United Nations Development Programme, Geneva (Switzerland).
Report No.—IRA/75/001VT-102-859
Pub Date—75
Note—13p.; For related document, see CE 007 354; Not available in hard copy due to marginal reproducibility of the original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Developing Nations, *Foreign Workers, *Labor Legislation, Labor Market, Labor Supply, Manpower Needs, *National Programs, *Recruitment, Technical Assistance
Identifiers—*Iran

Prepared for the government of Iran, the report is the result of a study concerned with the recruitment and employment of foreign workers. Due to the rapid industrialization of Iran, an anticipated shortage of qualified workers led to the government's request for an outside expert to advise on considerations and suggested procedures involved in the recruiting of qualified workers from other countries. Topics considered included recruitment in highly industrialized countries, recruitment in low wage countries, national legislation and organization, development of a model contract, illegal employment of foreign workers, welfare services, social security, and taxation. Recommendations were made for implementing procedures with the proposal that policy decisions would have to be formulated by a governmental agency, and a followup study was advised. Appended are a suggested organizational chart and suggested steps to be taken in the program of recruitment and employment of foreign workers. (RG)

ED 124 739 CE 007 354

Manpower Statistics–Iran. Project Findings and Recommendations.

International Labour Organisation, Geneva (Switzerland).
Spons Agency—United Nations Development Programme, Geneva (Switzerland).
Report No.—IRA/72/011VT-102-860
Pub Date—75
Note—15p.; For related document, see CE 007 353; Not available in hard copy due to marginal reproducibility of the original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Demography, *Developing Nations, Economic Development, Employment Statistics, Labor Economics, *Manpower Development, *National Programs, National Surveys, *Occupational Surveys, Sampling, *Statistical Surveys, Technical Assistance, Unemployment
Identifiers—*Iran

At the request of the government of Iran, a United Nation's team of experts visited Iran in 1971 to assist in developing a long-term program for increasing productive employment and for handling current problems of unemployment and underemployment. Specific recommendations were made for improving the system of compiling manpower and labor statistics, and the statistician in the team was appointed to undertake this task in cooperation with Iranian government agencies. His assignment was to: (1) advise and assist on the improvement of the current collection and production of basic labor statistics, (2) advise and assist on the planning and organization of surveys, (3) plan for the collection and analysis of manpower data on the next general population census, (4) advise and assist on the statistical aspects of forecasting manpower supply and demand, (5) advise on coordination of statistical programs, and (6) train staff. This assignment was from May, 1972 to July, 1974. Detailed in the report are the methods previously used by the government in collecting statistical data, the improvements suggested and implemented in the project, and a summary of conclusions and recommendations. Appended is a list of the titles of papers/documents submitted to the government by the statistical expert. (RG)

ED 124 740 CE 007 356

Stevens, Joyce Latshaw, Lois L.

Development of a Health Occupations Continuing Education Center. Final Report.

Evansville-Vanderburgh School Corp., Ind.
Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
Report No.—VT-102-863
Pub Date—15 Jun 75
Note—76p.; For related document, see CE 007 355; Prepared by the School of Health Occupations

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Continuing Education Centers, *Educational Needs, Educational Philosophy, *Educational Planning, Guidelines, *Health Occupations Centers, *Health Occupations Education, Health Personnel, Nurses Aides, Post Secondary Education, Practical Nurses, Program Descriptions, Questionnaires, Surgical Technicians

The final report summarized the development of a health occupations continuing education center. The project was designed to assess the needs of selected health occupations at the vocational level and to develop guidelines for the establishment of a model for a health occupations continuing education center. The learning needs of licensed practical nurses, nurses aides, and operating room technicians were identified through questionnaires. Perceptions of their learning needs were also obtained from instructional and supervisory personnel. Based on the findings of the survey, guidelines were developed for the establishment and operation of a learning center with a flexible approach to programing to meet the wide diversity of identified needs. Appendixes to the 10-page summary comprise the body of the document and contain: (1) a statement of philosophy and objectives; (2) the guidelines written for the planning, implementation, and evaluation of the learning center; (3) samples of forms to be used in the center; (4) the survey questionnaires; and (5) the report abstract. (Author/RG)

ED 124 742 CE 007 358

PRIDE (Program Review for Improvement, Development and Expansion) in Vocational Education and Guidance. State Report 1973-74.
Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Report No.— VT-102-866
Note—65p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Educational Programs, Field Studies, Formative Evaluation, *Guidance Programs, Post Secondary Education, *Program Evaluation, Program Improvement, Secondary Education, *State Programs, *Vocational Education
Identifiers—*Ohio

The evaluation identifies the 19 vocational education planning districts reviewed by Ohio's Program Review for Improvement, Development and Expansion (PRIDE) during 1973-74. Components of the review program included: (1) administrative review by the local superintendent, (2) process variable review with a lay advisory committee, (3) product review identifying the success of graduates, (4) cost analysis, (5) availability and impact review utilizing local resources to identify community needs, and (6) acceptance and congruence review examining student interests and attitudes and parent attitudes. Review committees consisted of local district representatives, State Department of Education Personnel, and a supervisor from the Manpower Training Service. Goals, objectives, and activities are given for the areas of adult education, agricultural education, business and office education, distributive education, home economics education, trade and industrial education, special needs education, and guidance and testing. Each subject area describes field activities and indicates the number of programs, schools, and individuals participating and the role or status of participants. Findings and recommendations also are listed for each area. (KH)

ED 124 743 CE 007 359

McMinn, James H.
A Career Education Project on the Mississippi Gulf Coast. Final Report.
Mississippi State Board for Vocational Education, Jackson.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.—VT-120-867
Pub Date—Jul 75
Note—138p.; Pages 54-73 and 122-134, containing xeroxed copies of newspaper photographs and articles about the project, were removed from the document and are not included in the pagination
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Career Awareness, *Career Education, Curriculum Evaluation, Demonstration Programs, *Elementary Secondary Education, Integrated Curriculum, *Program Development, *Program Evaluation, School Community Cooperation, Summative Evaluation
Identifiers—Mississippi

The report contains a summary of the project activities and the third party evaluations for the academic years 1973-74 and 1974-75. Discussed in the summary are the objectives and accomplishments of the past year for elementary, junior high, and senior high school levels. The areas of dissemination, data collection, staff utilization, and staff development are emphasized. Each evaluation report contains: a detailed description of the geographic, economic, and social factors of the school district; program objectives and implementation for that year; the evaluation analysis; recommendations; and summary. The overall goal of the project was to provide students with sufficient occupational awareness and exploratory experiences to make sound career decisions. The program was implemented to accomplish 10 objectives in attaining this goal, and the evaluation team assessed results for each of these objectives. Evaluation procedures included data collection; analysis of records, reports, and program activities; analysis of input from staff, parents, students, and consultants; and student test results. It was concluded that the goal and objectives of the career project had been adequately met. Test scores are included in the evaluation reports. (RG)

ED 124 744 CE 007 360

Petersen, M. Larry
The Effects of a Career Guidance Program Involving Teachers and Parents of Tenth Grade Students. Final Report.
Logan City Board of Education, Utah.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No.— VT-102-868
Pub Date—Dec 74
Note—139p.; Not available in hard copy due to marginal reproducibility of the original
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Career Planning, Grade 10, *Guidance Programs, Home Visits, *Occupational Aspiration, Parent Participation, *Parent School Relationship, *Parent Student Relationship, Questionnaires, Secondary Education, Senior High Schools, *Vocational Development
Identifiers—Logan Senior High School, Utah

The report describes a career guidance program for grade 10 students at Logan Senior High School involving parents, teachers, and guidance counselors. Parent and student occupational aspirations and knowledge of career development principles and planning were investigated with three groups-tutor-parent-student, parent-student, and student. All three groups received guidance materials and school counseling. The first two added direct solicited parental involvement, and the first also received home visits by guidance tutors (graduate students from Utah State University in Logan). Pretests and posttests of all groups revealed no significant differences in career development knowledge, but it appeared that parents had higher aspirations than their children. Recommendations based on the study data included: (1) establishing a career center at the school, (2) providing career counseling for sophomores in an English program, (3) employing guidance tutors (graduate students from the university) for home visits, (4) holding inservice programs for school faculty, and (5) providing career counseling to sophomore students using career files. About half of the document consists of an appended report on a previous study to ascertain the feasibility of conducting a career information education program with parents of grade 10 students at Logan Senior High School. Included in the appended report are questionnaires used in the study and samples of career information packages. (MF)

ED 124 745 CE 007 361

Arora, Mehar
Information System for Societal Cost and Benefit Analysis of Vocational and Manpower Programs. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Report No.—VT-102-869
Pub Date—Nov 75
Note—201p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Cost Effectiveness, *Educational Finance, Educational Programs, Input Output Analysis, Management Information Systems, Manpower Development, *Methods Research, Program Budgeting, *Resource Allocations, Social Factors, Vocational Development, *Vocational Education
Identifiers—Wisconsin

The study was directed toward developing a manual for establishing societal benefits and costs of vocational and manpower programs in Wisconsin. After first outlining the background of benefit-cost analysis, problems in establishing cost functions in education are presented along with some important cost concepts and uses of cost information in education. The next section deals with the identification and measurement of societal benefits of vocational programs. Five different methods of analyzing data related to societal costs and benefits of vocational and manpower programs are discussed in the last section. These methods are present value of net benefits, annual value of net benefits, rate of return, benefit-cost ratio, and pay back period. Procedural steps used and the advantages and disadvantages of each method are given. One of the major problems in establishing societal costs and benefits of vocational programs is the lack of relevant data, consequently, a need exists to develop a management information system for vocational, technical, and adult education. The report concludes that data required for the costs and benefits should be incorporated in a management information system. The required information for implementing various steps in establishing societal costs and benefits is outlined for curriculum, faculty, space, equipment, supplies, and administration. (MF)

ED 124 746 CE 007 362

Hall, Wilbur And Others
Follow-Up Study of Machine Tool Technology and Building Construction Graduates. Evaluation Report.
Southern Maine Vocational Technical Inst., South Portland.
Report No.— VT-102-870
Pub Date—Aug 75
Note—113p.; Pages 94 and 104 will not reproduce well in microfiche; Pages 114 through 120, containing the names and addresses of the graduates studied, were removed and are not included in the pagination
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Course Evaluation, *Curriculum Evaluation, Employer Attitudes, Followup Studies, *Graduate Surveys, Participant Satisfaction, Post Secondary Education, *Program Evaluation, Questionnaires, Relevance (Education), Tables (Data), Technical Institutes, *Trade and Industrial Education, *Vocational Followup
Identifiers—*Building Construction, *Machine Tool Technology

A followup study of graduates from machine tool technology and building construction programs was conducted to determine the relevancy of programs to employment needs. The survey instrument was a mailed questionnaire designed to determine employment status and history, evaluation of the program, upgrading or retraining needs, and the adequacy of specific course offerings. A random sample of graduates was selected for a followup personal interview at their place of employment. Employers were also interviewed when possible. The report details the survey results in both narrative and tabular form. Also included are free response comments. Major findings include: 87.9% of the building construction graduates and 78.2% of the machine tool technology graduates held jobs related to their training; graduates were generally satisfied with their curriculums but did offer suggestions for changes; and a majority of the respondents were interested in upgrading, retraining, and continuing education. The appendix to the report contains the cover letter, questionnaire, and curriculum evaluation check lists used in the survey. (RG)

ED 124 747 CE 007 363

Workshops for Developing Competency of Instructors in Local Adoption of Curriculum in Agribusiness and Natural Resources. Final Report.

Mississippi State Board for Vocational Education, Jackson.
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.
Report No.—VT-102-872
Pub Date—Jul 73
Note—25p.; Participant data summary sheets in latter part of document will not reproduce well in microfiche due to faded type; For related document, see CE 007 364
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Agribusiness, Curriculum Development, Data Collection, Inservice Teacher Education, *Natural Resources. Occupational Surveys, Post Secondary Education, *Program Descriptions, Records (Forms), Secondary Education, Teacher Improvement, *Teacher Workshops, *Vocational Agriculture Teachers
Identifiers—Mississippi

Described in the report is a project to develop and improve the competencies of vocational agriculture teachers in Mississippi in the adaptation and implementation of curriculums in agribusiness. In phase 1, a series of seven workshops were held focusing on development and use of occupational needs survey instruments, data analysis, and curriculum adaptation. The workshop in phase 2 concentrated on implementation of local curricular adaptations in specialized areas of agribusiness and natural resources. Project objectives, activities, and outcomes are briefly described. An outline of the workshop agenda is attached, along with participant data summary information and the budget and financial report. Also attached are project-developed sample data collection forms to be used in assessment of local employment opportunities in agricultural occupations. (NJ)

ED 124 748 CE 007 364

Workshops for Developing Competency of Instructors in New and Expanding Areas of Curriculum in Agribusiness and Natural Resources. Final Report.

Mississippi State Board for Vocational Education, Jackson.
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.
Report No.—VT-102-873
Pub Date—Aug 73
Note—20p.; Participant data summary sheet in the latter part of the document will not reproduce well in microfiche due to faded type; For related document, see CE 007 363
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Agribusiness, Inservice Teacher Education, *Natural Resources, Post Secondary Education, *Program Planning, Secondary Education, Teacher Improvement, *Teacher Workshops, *Vocational Agriculture Teachers
Identifiers—Mississippi

During the summer of 1973, two workshops were held to increase the competency of agriculture teachers in Mississippi in new and emerging areas of agribusiness and natural resources. One workshop focused on planning programs in the new areas of the pesticide industry, agribusiness economics, agribusiness management, environmental protection, rural development and land use planning, and agricultural products and processing. Included in the report are synopses of the presentations made in each of these areas by the participating resource persons. The second workshop focused on summarizing and coordinating needed curriculum improvements in agricultural education. Project objectives, activities, and outcomes are briefly discussed. Outlines of the workshop agendas are attached, along with a participant data summary sheet and the budget and financial report. (NJ)

ED 124 749 CE 007 365

Tanner, Kinsey

Professional Development Series for Work Experience Education. Final Report.

California Polytechnic State Univ., San Luis Obispo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-876
Pub Date—73
Note—97p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Career Education, Course Descriptions, Graduate Study, Higher Education, *Inservice Courses, *Inservice Teacher Education, Participant Satisfaction, *Program Evaluation, Teacher Improvement, *Work Experience, Workshops

The report summarizes a project for conducting a series of workshops and graduate level extension courses on work experience education at various California locations. The purpose of the series was to increase the effectiveness of teaching for disadvantaged and handicapped, update occupational competencies, update administrative and supervisory skills, and orient nonvocational education personnel to vocational education. A total of 556 educators participated in the project, with 138 enrolled in workshops, 210 in a fall series of courses, and 208 in a spring series. Results of a questionnaire administered to participants indicated a high degree of acceptance of the course. Presented in the report are the project director's summary, objectives, planned participant selection, and participant selection report. Appendixes comprise the main body of the report, and contain the following: geographical report on participants, participant data summary form, the project evaluation reports and subjective project evaluation reports for both the fall and spring series of courses, three quarterly project reports (from July, 1972 to March, 1973), and results of the subjective questionnaire ratings by class. (RG)

ED 124 750 CE 007 366

Courtney, E. Wayne Miller, Melvin D.

Professional Vocational Leadership Development Program Through Doctoral Fellowships (Operating Grant). Final Report.

Oregon State Univ., Corvallis.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Program Administration.
Report No.—VT-102-880
Pub Date—1 Sep 73
Note—91p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Administrator Education, *Doctoral Programs, Fellowships, Higher Education, Individualized Curriculum, Internship Programs, *Leadership Training, Professional Continuing Education, *Professional Training, Program Descriptions, Tests, Vocational Directors, *Vocational Education
Identifiers—Education Professions Development Act, EPDA

As a participant in a national program established under the Education Professions Development Act, Oregon State University established a program to prepare selected doctoral candidates with broad professional knowledge and specific competencies as vocational education leaders. An advisory committee was established and a system model for leadership training developed utilizing an individualized curriculum and internship program. Evaluation instruments included pretest and post-test measurements of student competency, attitude, and performance. Major accomplishments of the program are associated with participant success and oncampus changes. Of the 14 original doctoral fellows, 12 received degrees during the course of the program, and graduates were successfully placed in advanced leadership positions. Changes at Oregon State included course revision, a new doctoral program with a major in vocational education, establishment of an individualized vocational learning resource center, and improved research and data analysis of the staff. A list of references is included in the report. Appendixes comprise the major portion of the document and include two test instruments (the revised competency pretest and dogmatism-supportiveness-flexibility scale), student evaluation questionnaires, examples of experiences students had with disadvantaged and handicapped, lists of internship and field experience assignments, intern evaluation materials, and placement data. (RG)

ED 124 751 CE 007 368

A Doctorate Program for Leadership Personnel in Vocational Education. Final Report.

Ohio State Univ., Columbus. Coll. of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-882
Pub Date—Nov 73
Contract—OEG-0-70-1945(721)
Note—38p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Doctoral Programs, *Educational Programs, Fellowships, Graduate Study, Higher Education, Internship Programs, *Leadership Training, Professional Continuing Education, *Program Descriptions, *Vocational Education
Identifiers—Education Professions Development Act, EPDA

The project report describes the doctoral program for leadership development in vocational education at the Ohio State University. Funded by the Education Professions Development Act, the program provided training in administration, supervision, teacher education, curriculum design and development, vocational counseling, and research to 21 candidates selected from the field of vocational education. A general description of the program provides information about admission criteria, program length, core curriculum, internship practicum, and program evaluation. A 19-page section is devoted to participant data including a brief resume of each of the participants and an annotated listing of the graduates' dissertations. (NJ)

ED 124 752 CE 007 369

A Planned Occupational Experience for Employed Vocational Teachers. Final Report.

Georgia Univ., Athens.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Report No.—VT-102-884

Pub Date—Jul 71
Note—86p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Policy Formation, Post Secondary Education, *Program Descriptions, Records (Forms), Secondary Education, *State Programs, *Teacher Improvement, *Vocational Education Teachers, *Work Experience Programs
Identifiers—*Georgia

The overall objective of the project was to formulate a set of statewide policies to provide for a continuing and systematic approach to the problem of updating the content knowledge of vocational teachers in secondary and postsecondary schools. The opportunity for an individualized, planned, two-week work experience in business, industry, industry-operated school, or seminar, was provided for 104 vocational teachers, of whom 80 successfully completed the program. All of the program participants were asked to report on their work experiences and to indicate the extent of changes made or planned in their classroom curriculum as a result of the project. All of the participants reported that their objectives had been met. Described in the report are the planning, objectives, and staffing of the project; participant selection; results in relation to objectives; evaluation; and observations. Over half of the document is composed of appendixes which contain correspondence and forms used in the project. Also included are the applications received and participants placed as distributed by: (1) job title and teaching level and (2) vocational area and teaching level. A random selection of comments from participants and from the business and industrial community completes the document. (RG)

ED 124 753 CE 007 370
Guerrero, Adalberto Arellano, Albert
Institute for Guidance, Counselling, Administrative, Supervisory and Teaching Personnel in Vocational Programs for Chicano Students at the Secondary or Post-Secondary School Level. Final Report.
Spons Agency—Arizona State Dept. of Education, Phoenix; Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-886
Pub Date—73
Note—47p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Cultural Awareness, Cultural Differences, *Mexican Americans, Post Secondary Education, *Program Descriptions, Program Evaluation, Secondary Education, Secondary School Counselors, Spanish Speaking, *Summer Institutes, Tables (Data), *Teacher Workshops, Vocational Counseling, *Vocational Education

The goal of the project was to provide educational and guidance personnel in vocational and technical fields with new perspectives relating to teaching and counseling Mexican-American students. A two-week institute was held in June, 1973 at the University of Arizona for counselors, administrators, teachers, and student representatives of high schools with large minority populations in Arizona, New Mexico, and California. Objectives of the institute related to providing career information and increasing awareness of cultural differences. Based on participant assessment of the problems facing the Mexican-American students in their relationship with counselors and teachers, a pilot program to increase the relevancy of the school program was developed. Also developed were programs for a bilingual resource center and a program to improve communication between teachers and minority students–project "RAP." The report of the project describes the institute, presents the programs developed, and includes the program schedule and participant lists. The evaluation instrument is also included with tabulated results and comments from participating groups–administrators, students, counselors, and teachers. (NJ)

ED 124 754 CE 007 371
Farm Management Education In-Service Workshop. Final Report.
North Dakota State Univ., Fargo. Dept. of Agricultural Education.
Spons Agency—North Dakota State Board for Vocational Education, Bismarck; Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-887
Pub Date—Sep 74
Note—19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Agricultural Education, Effective Teaching, *Farm Management, *Inservice Teacher Education, *Program Descriptions, *Teacher Educator Education, Teacher Workshops, *Vocational Agriculture Teachers

The report describes a project to develop and implement an inservice teacher education workshop in farm management at North Dakota University. The objectives of the one-week workshop were to enable the farm management education teachers to: (1) teach more effectively the second and third year of the three-year curriculum; (2) utilize the principles of enterprise analysis in their instructional program; and (3) solve problems common to the group or unique to certain programs or localities. The workshop was conducted in July, 1974 with 10 farm management education instructors participating. A teaching aid entitled, "A Programmed Enterprise Analysis Teaching Guide for Selected Farm Enterprises in North Dakota," was developed by the class members. A brief outline of the teaching aid is appended to the report, along with a list of the participating instructors, the participant evaluation form, and a bibliography. (Author/NJ)

ED 124 755 CE 007 372
Training Program to Improve Vocational Educator's Effectiveness in Working with Disadvantaged Persons. Final Report.
Florida A and M Univ., Tallahassee. Dept. of Industrial Education.
Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education; Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-888
Pub Date—Feb 73
Note—90p.; Not available in hard copy due to marginal reproducibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Adults, *Disadvantaged Groups, Disadvantaged Youth, Economically Disadvantaged, Handicapped Students, Inservice Teacher Education, *Institutes (Training Programs), *Program Descriptions, Program Evaluation, Socially Disadvantaged, *Teacher Improvement, Vocational Education, *Vocational Education Teachers
Identifiers—*Florida

The report describes a project to design, implement, and evaluate a Florida training program to improve the effectiveness of vocational educators who work with disadvantaged youth and adults. The major objectives were to increase vocational educators': (1) understanding of the needs and nature of various disadvantaged populations; (2) awareness of school and community resources; (3) ability to evaluate the personal, social, academic, and vocational development of disadvantaged persons; and (4) ability to evaluate the effectiveness of their efforts in serving the disadvantaged. Evaluation of the project was made in terms of objectives achieved as indicated by participant responses to a followup questionnaire. The report includes evaluation results by objective; listings of the training institute's teaching staff, participants, and consultants; and information about the program. Forty-five pages of the document consist of appendixes containing project correspondence, program agendas, and a sample evaluation instrument. (Author/NJ)

ED 124 756 CE 007 373
Roberts, Edward R. Holmes, Allan
The Professional Development Series for Work Experience Education. Evaluation Report.
California State Dept. of Education, Sacramento.
Los Angeles County Superintendent of Schools, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-889
Pub Date—Nov 71
Contract—19-10199-EF020-71
Note—44p.; Not available in hard copy due to marginal reproducibility. Pages 5, 12, and 13 will not reproduce well in microfiche due to smallness of type
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Evaluation, Inservice Teacher Education, Instructor Coordinators, Participant Satisfaction, Questionnaires, Secondary Education, Secondary School Teachers, Staff Improvement, *State Programs, *Teacher Improvement, *Work Experience Programs, *Workshops
Identifiers—California

The purpose of the project was to design and present an inservice education program for work experience teachers and coordinators in order to improve their operational effectiveness at the school/classroom level. A series of five three-hour programs were conducted at five California locations. A total of 503 participants, representing 211 school districts, attended one or more of the workshops. They included work experience teachers, administrators, supervisors, coordinators, and work experience coordinators. Workshop topics were: (1) laws governing work experience education; (2) goals, objectives, and evaluation of work experience education; (3) conceptual design and the relationship of work experience education to the school curriculum; (4) related instruction in work experience education; and (5) organization and standards in work experience education. Results of pretests, posttests, and the followup evaluation showed that the workshops were valuable in adding to participants' knowledge and in effecting changes in programs. Contents of the evaluation report include a description of the project, participant data summary, results of pretests and posttest, results of post-workshop evaluation survey instruments (including key comments by respondents), a summary of conclusions, and recommendations. (RG)

ED 124 757 CE 007 374
Conference on Career Education in the Elementary School. Final Report and Proceedings (Boston, Massachusetts, April 2-4, 1973).
Olympus Research Corp., Washington, D.C.
Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education; Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-890
Pub Date—Oct 73
Note—403p.
EDRS Price MF-$0.83 HC-$22.09 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Conference Reports, Curriculum Development, *Elementary Education, Elementary School Curriculum, Program Descriptions, Speeches, State Departments of Education, *State Programs, Statewide Planning

A training and dissemination conference for State education officials was conducted by the Massachusetts State Department of Education. Every State and territorial department of education was invited to send the person or persons in their State most directly responsible for elementary curriculum. Fifty-two persons, representing 37 states, three U.S. territories, and the District of Columbia, attended. The goal of the conference was to motivate, orient, and prepare elementary curriculum planners and supervisors to assist elementary teachers in the preparation and implementation of career education materials into their classrooms. In addition to speeches and panel discussions, the conference format provided for demonstrations presenting a central theme. This theme then served as a topic for discussion groups in eliciting curriculum ideas. The proceedings include the text of speeches and summary reports of the seven discussion groups. Conference participants agreed to implement at least one specific project within three months of the conference, and appendixes contain the materials received from many of the States. For each State, a policy statement, elementary program descriptions, and participant activities are described. Some States submitted detailed plans for career education at the elementary level. Also appended are the conference agenda and list of participants. (RG)

ED 124 758 CE 007 376
Gustafson, Richard A. And Others
Complete Occupational Educational Development (COED). Final Evaluation Report.
CEDAR Associates, Keene, N.H.
Spons Agency—Keene Union School District, N.H.; Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-891
Pub Date—75
Contract—OEG-0-72-4654
Note—41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Attitudes, Career Awareness, *Career Education, Career Exploration, *Comprehensive Programs, *Elementary Secondary Education, Program Attitudes, *Program Evaluation, Summative Evaluation, Teacher Attitudes
Identifiers—New Hampshire (Keene)

The three-year project was designed to plan, test, and implement a comprehensive career education program in grades K-12 in 14 schools. Implementation strategy was organized in three phases: teacher awareness, development of curriculum materials, and classroom implementation. Specific objectives were developed for each of the three phases for each fiscal year. The final evaluation report consists of two subsections: (1) the evaluation of project goals and objectives and (2) interviews with key participants. Goals and objectives in each of the three phases are discussed in terms of activities completed. Impact of classroom implementation was measured by use of student tests, with test results shown in tabular form. Interviews were conducted with administrators, counselors, and teachers concerning their involvement, assessment, and future commitment to the development of career education. Comments of the superintendent and the assistant superintendent of schools are presented. Results of other interviews are grouped by high school, junior high, and elementary level. While it was determined that the project achieved its objectives in the areas of teacher awareness and curriculum development, recommendations for future implementation include strong leadership by a professional administrator, awareness and commitment from the superintendent and board of education, and a long-range plan. Appended is the evaluation design. (RG)

ED 124 759 CE 007 377
The Development of a Suggested Model for Facilitating Occupational Updating of Post Secondary Vocational and Technical Education Teachers. Occupational Education Research Project Final Report.
Durham Technical Inst., N.C.
Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit; Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-892
Pub Date—30 Dec 75
Note—69p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrator Attitudes, Data Analysis, Inservice Teacher Education, Literature Reviews, *Models, *Post Secondary Education, Questionnaires, *Research Projects, School Surveys, Teacher Attitudes, *Teacher Improvement, Technical Education, *Vocational Education Teachers
Identifiers—*Occupational Updating

Specific objectives of the study were to: (1) determine the various methods and techniques currently being used to provide occupational updating by a review of research studies and literature; (2) sample the opinions of administrators and vocational education teachers as to the frequency of participation in, effectiveness of, and preferences for each of these methods and techniques; (3) identify the methods and techniques that should be used, based on these opinions; and (4) develop a model for facilitating occupational updating. Stratified random samples of vocational education teachers, school administrators, and chief State administrators of vocational-technical education were surveyed by mailed questionnaires. The schools were representative of postsecondary public institutions in the nation offering one and/or two-year accredited programs. A total of 265 questionnaires were returned for data analysis, and survey results are presented in both narrative and tabular form. Teachers and administrators rated both independent study activities and activities that bring the teacher in contact with industry as the most effective methods. Based on recommendations and conclusions, a general model is presented as a guide for developing programs for updating. Included in the report is a list of references. The appendix contains the questionnaires. (RG)

ED 124 760 CE 007 378
Manning, Doris E. Graham, Nancy
Comparison of Three Media Presentations of Selected Home Economics Occupations.
Report No.—VT-102-893
Pub Date—75
Note—39p.; Appendixes D, E, and F will not reproduce in microfiche due to poor contrast
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Audiovisual Instruction, Career Awareness, Careers, Comparative Testing, Grade 10, Home Economics Education, *Instructional Media, *Media Selection, Methods Research, *Occupational Home Economics, *Occupational Information, Secondary Education, Slides, Student Reaction, Tape Recordings, Teaching Techniques

The study was designed to test the effectiveness of three media approaches in presenting home economics career information to students. Taped interviews with three home economists in the fields of food service, child care, and fabric and fashion served as the basis for developing the presentations: (1) a tape recording, (2) tape-slide presentation, and (3) printed career capsules developed from the interviews. High school sophomores in core classes were selected for field testing. Using pretests and post-tests, instruments were developed to determine students' knowledge and feelings about these career areas, their feelings about ways to learn them, and their perceptions of what they had learned and how they learned best. Variables in analyzing the data were type of media, career cluster, and sex of respondent. Results of the 125 students tested did not indicate any consistent differences with respect to effectiveness among the media. Although certain dissimilarities were found, no trends throughout the entire study were apparent. The slide-tape was preferred by both students and teachers who felt this to be the most effective approach to learning. Production costs for tape, slide-tape, and career capsules are included, and the topics suggested for interviews and the test instruments are appended. (RG)

ED 124 761 CE 007 389
Commonwealth of Kentucky State Advisory Council for Vocational Education and Manpower Development and Training. Annual Evaluation Report.
Kentucky State Advisory Council for Vocational Education and Manpower Development and Training, Frankfort.
Report No.—VT-102-910
Pub Date—1 Dec 75
Note—35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Advisory Committees, *Annual Reports, Educational Finance, Enrollment Trends, *Program Evaluation, *State Programs, *Vocational Education
Identifiers—*Kentucky

The annual report of the State Advisory Council for Vocational Education and Manpower Development and Training addresses the major areas, as perceived by the committee, to be most in need of attention in order to improve the quality of vocational education in Kentucky. These areas are: improved communication with the general public, greater use of vocational facilities, more involvement in manpower training, greater use of community resources, and more practical use of research and demonstration funds. Specific recommendations and rationales for achieving these objectives are offered. A brief evaluation of vocational education in Kentucky for fiscal year 1975 is presented in terms of enrollment figures, dollars spent, and construction of new facilities. The activities of the regional advisory committees for the year are generally summarized and a report on the action taken in response to the council's recommendations for the previous year is presented. Appended are tables and charts indicating enrollment in vocational education, sources of funding, and the projected percentage of employment in the State in nine major occupational clusters by 1980. (NJ)

ED 124 762 CE 007 390
Delaney, William
The Transition from School to Work: A Study of Laws, Regulations and Practices Restricting Work Experience and Employment Opportunities for Youth. Final Report.
National Committee on Employment of Youth, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-911
Pub Date—Jun 75
Contract—OEG-0-74-0-1651
Note—147p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Child Labor Legislation, Community Involvement, Employer Attitudes, *Employment Opportunities, *Employment Practices, Federal Legislation, *Labor Legislation, Socioeconomic Influences, State Legislation, Surveys, Work Experience Programs, *Youth Employment

Factors affecting the nonagricultural employment of youth are examined in the research study. Chapters in the report discuss a brief history of child labor laws in the United States; the links between the economy and the social goals of society and how child labor laws reflect and yet sometimes contradict economic realities; the economics of the youth labor market; specific Federal and State Laws that affect youth employment; the issues and programs concerning the supplementation of education through work experience; and the results of an employer survey conducted for the study in which 149 persons in 78 firms were personally interviewed regarding hiring policies for youth and knowledge of child labor statutes. The major recommendation of the investigation is to start a new process at the community level in which employers, unions, schools, parents, young people, and all interested citizens work together to remove unnecessary barriers to youth employment. Recommendations also include the necessity for a readable compendium of laws for each State as part of an active information system, further relaxation of laws to facilitate participation of 14 and 15 year olds in work experience programs, and elimination of State and Federal overlap in legal coverage. A bibliography and sources for child labor laws are included. (Author/RG)

ED 124 763 **CE 007 391**

Vivian, Neal E.

Manpower Information Research Training Project. Final Report.

Ohio State Univ., Columbus.

Spons Agency—American Vocational Association, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-912

Pub Date—Mar 75

Contract—OEG-0-74-1677

Note—46p.; Not available in hard copy due to marginal reproducibility; Report on the proceedings of the American Vocational Association pre-convention research session (New Orleans, Louisiana, December 4-6, 1974); Page 31 containing an announcement of the pre-convention research session is copyrighted and removed. It is not included in the pagination

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conference Reports, *Educational Planning, *Information Utilization, Labor Market, *Manpower Needs, Program Descriptions, Program Evaluation, Program Planning, *Staff Improvement, *Vocational Education, Workshops

The report describes a three-day training program to improve the competencies of vocational educators in utilizing manpower information in planning vocational education programs. The program summary presents the goals and objectives, topics covered, procedures followed in participant selection and instruction, activities and accomplishments of the trainees, instructional materials and equipment used, program evaluation, and conclusions and recommendations. Included in the report are the four models for manpower forecasting that were developed by the participants in groups during the workshop. The results of the pretesting and posttesting of the participants is discussed, and the tabulated results of the participant evaluation of the program, instruction, and general organization of the program also appear. Also included in the report are cover letters, program application form, participant list, program agenda, the testing instrument, and participant evaluation forms. (NJ)

ED 124 764 **CE 007 392**

Crites, John O.

A Comprehensive Model of Career Development in Early Adulthood. Occasional Paper No. 12.

Ohio State Univ., Columbus. Center for Vocational Education.

Report No.—VT-102-913

Pub Date—75

Note—47p.

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number OC12, $3.00)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Entry Workers, *Models, Social Psychology, Tests, *Vocational Adjustment, *Vocational Development, Work Attitudes, *Young Adults

Identifiers—Career Adjustment Inventory

The paper proposes a comprehensive model of career development in early adulthood and addresses some of the theoretical and research issues central to furthering knowledge of how and why young adults enter and adjust to their jobs. The disciplines of vocational and organizational psychology, adjustment and developmental psychology, and industrial and occupational sociology are invoked to identify and enumerate the theoretical salient variables. Then, relationships among these variables are explicated and hypotheses for research are deduced. Procedures are outlined by which these variables might be operationally defined and measured. Finally, there is a consideration of the applicability of the model to interventive programs designed to facilitate the job-entry process. Included is the "Career Adjustment Inventory," constructed to assess the effectiveness of these interventions and to measure relevant vocational behaviors. A three-page bibliography is also included. (Author/NJ)

ED 124 765 **CE 007 393**

Spencer, Barbara G. And Others

Choctaw Manpower and Demographic Survey, 1974.

Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-916

Pub Date—Mar 75

Contract—OEG-0-74-1737

Note—40p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*American Indians, *Demography, *Employment Patterns, *Employment Statistics, Family Characteristics, Occupational Surveys, *Statistical Surveys, Tables (Data)

Identifiers—*Choctaws, Mississippi

A survey conducted in the summer of 1974 provided demographic, household, and manpower data regarding all Choctaws living in or near the seven Choctaw communities which comprise the reservation service area in east-central Mississippi. Results of the survey showed that of 2,118 persons in the labor force, 65% were employed, 8% were enrolled in work experience programs, and 27% were unemployed but available for work. Although significant gains had been made in recent years in the education, work skill, and occupational attainment of Choctaws as a result of developmental programs implemented by the tribal government under Federal funding, overall education and skill levels remained low. Almost half of the unemployed, primarily females, had no previous work experience or training. The majority of workers were dependent on jobs with little security, and higher levels of work skills and education were needed for job advancement. Following an introduction, contents of the report are organized as follows: the Choctaw population, the Choctaw family, and the Choctaw labor force. Survey data for 1974 are frequently compared with data obtained in the 1968 survey. A labor force summary and bibliography are included. The appendix contains the results of a survey of 31 households in a Choctaw community in western Tennessee. (Author/RG)

ED 124 766 **CE 007 394**

Bonner, Harold S.

An Employment Agency Model for Providing Job Information to Rural Disadvantaged Populations. Final Report.

Prairie View A and M Univ., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-917

Pub Date—Sep 75

Contract—OEG-0-74-1686

Note—49p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Data Collection, *Economically Disadvantaged, Employer Attitudes, *Employment Services, Graduate Surveys, *Job Placement, Occupational Surveys, Research Projects, *Rural Areas, *Vocational Followup

Identifiers—Texas

The purpose of the one-year study was to determine the ability of public and private employment agencies to meet the job placement and educational needs of vocationally trained, disadvantaged individuals living in three rural Texas counties. The overall goal was to develop an effective system that would allow for the continuous placement of these individuals in meaningful jobs. The investigation involved collection of data from three groups: vocational education graduates, public and private employment agencies, and employers or potential employers of the vocationally trained population. Questionnaire surveys of stratified random samples of graduates and employers resulted in an analysis of 300 graduates and 72 employer questionnaires. All available employment services were contacted. Results of the study showed that factors affecting the employment of the vocationally trained were lack of transportation, inadequate vocational preparation, lack of work experience, inadequate pay, and unwillingness to relocate. Employment agencies were found to be not effective in job placement, generally because they were not readily available to the community. Recommendations were made for meeting the job placement needs of the population studied. The report includes a bibliography. Appendixes contain the survey instruments and a map showing placement of employment services in the area. (Author/RG)

ED 124 767 **CE 007 395**

A Report of Phase I: Master Plan for Public Service Occupational Education.

California Community Colleges, Sacramento. Office of the Chancellor.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-918

Pub Date—Sep 75

Note—42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Articulation (Program), *Classification, *College Cooperation, College Curriculum, *Community Colleges, Consortia, Courses, Curriculum Development, Educational Programs, Higher Education, Interinstitutional Cooperation, Junior Colleges, *Master Plans, *Public Service Occupations, Statewide Planning

Designed to provide direction for new and existing programs offered by community colleges in public service occupational education, phase one of the master plan focused on defining the following areas: public service occupational education, present status of programs, problems in articulation, and a conceptual framework for a public service master plan. A consortium of 17 colleges was established, and representatives participating in a series of workshops developed a functional definition of public service occupational education. A study of the status of programs revealed the lack of a consistent framework for the organization and supervision of programs, ambiguity in terminology, and a wide diversity in program designation. Additional concerns were the need for developing articulation agreements for the continuation of education in baccalaureate programs without repetition of courses and the need for intercollege communication. Suggested recommendations to be incorporated into the master plan identified tasks to be accomplished in later phases of the project. Appendixes contain the names of consortium colleges, designations used for public service occupations, and CID (Classification of Instructional Disciplines) classification for public service education. (RG)

ED 124 768 CE 007 396

Newton, Mark

An Experimental Study of the Effects of an Alternative Work Experience Program in the Middle School. Final Report.

Western Kentucky Univ., Bowling Green. Center for Career and Vocational Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-920

Pub Date—Aug 75

Contract—OEG-074-1734

Note—125p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Attitude Tests, *Career Exploration, *Experimental Programs, *Grade 9, Interest Tests, Intermediate Grades, Junior High Schools, Middle Schools, Models, *Program Evaluation, Questionnaires, Student Testing, Tables (Data), *Work Experience Programs

Identifiers—*Bowling Green Junior High School, Kentucky

Objectives of the study were (1) to develop and implement an alternative work experience program for a middle school; (2) to test the effect of the program on attitudes toward school, career maturity, and vocational interests of the students; and (3) to provide information and procedures for a model work experience program. Western Kentucky University, in cooperation with Bowling Green Junior High School, provided a total of 40 hours of planned career exploratory experiences in two occupational areas for 126 ninth grade students. Pretesting and post-testing of participating students and a control group utilized the School Sentiment Index (SSI), Career Maturity Inventory (CMI), and Ohio Vocational Interest Survey (OVIS). Three evaluations were conducted, two by external evaluators and one by a member of the project staff. Data for the internal evaluation were obtained from questionnaire surveys of students, parents, work experience sponsors, teachers, and the principal and counselor. Program costs were compared to the cost of establishing career exploration/practical arts programs. Based on data collection, analysis of test results, and the evaluation surveys, conclusions and recommendations were formulated. Eleven appendixes include project forms, student evaluation instruments, school sentiment index, and the two external evaluation reports. (RG)

ED 124 769 CE 007 397

Manpower Research and Development Projects. 1975 Edition.

Manpower Administration (DOL), Washington, D.C.

Report No.—VT-102-922

Pub Date—75

Note—288p.; Not available in hard copy due to small type

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Contracts, Developmental Programs, *Federal Aid, Federal Programs, Government Publications, Grants, International Programs, Labor Market, *Manpower Development, Policy, Program Administration, *Program Descriptions, Program Planning, *Research Projects, Research Proposals, Research Reviews (Publications)

Identifiers—*Office of Manpower Research and Development, OMRD

The fifth annual edition summarizes the projects funded by the Office of Manpower Research and Development (OMRD) that were ongoing or completed during the fiscal year ending June 30, 1975. In addition, reports and other significant publications funded by OMRD which were received during the previous two fiscal years are listed. Projects and publications presented in chapters 1 through 5 are arranged by subject: (1) manpower program planning and administration; (2) manpower programs and their specific populations; (3) manpower program services and techniques; (4) the labor market; and (5) manpower, economic, and social policies. However, manpower institutional, doctoral dissertation, and small research project grants are listed separately in chapter 6. Added to the 1975 volume is chapter 7, containing entries that represent a research program that is international in focus. The appendix contains guidelines for submission of proposals and the statutory language that outlines the goals and functions of the research and development program. Projects in the volume are indexed by contract and grant number, contractor and grantee organizations, individuals associated with contracts or grants, and research subject. (Author/RG)

ED 124 770 CE 007 398

Ward, William Gary

Motivation and Discipline in the Vocational Classroom: A Delphi Approach.

Kansas State Coll. of Pittsburg. Vocational and Technical Curriculum Materials Center.

Report No.—VT-102-924

Pub Date—75

Note—36p.

Available from—Vocational and Technical Curriculum Materials Center, Kansas State College, Pittsburg, Kansas 66762 ($2.75 ea.; 8% discount on orders of 30 or more)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Discipline, Effective Teaching, *Motivation Techniques, *Q Sort, *Rating Scales, Tables (Data), Teacher Attitudes, Teacher Developed Materials, Teacher Response, Teaching Techniques, *Vocational Education Teachers

Identifiers—*Delphi Technique, Rank Order

One hundred and forty-four strategies and techniques on motivation and discipline in the vocational classroom are listed in the document. The items were generated and subsequently ranked by 130 vocational educators from the 50 States using the Delphi Technique. The total ranking of all items is presented in table 1. The items, grouped into common areas by a Q-Sort, are then ranked in order of importance in the remaining 12 tables. For each item, the ordinal number of its rank is given along with its mean rating. The items are grouped in the tables according to the factors of: motivation, student control and discipline, teacher-student relationship, punishment, instructional tips, climate, planning, displays and fieldtrips, clubs, teacher traits, curriculum materials, and facility control. (NJ)

ED 124 771 CE 007 399

A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana. Final Report. Volume I.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—VT-102-997

Pub Date—May 76

Contract—OEG-0-74-1744

Note—78p.; For related documents, see CE 007 399-404

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Articulation (Program), *Curriculum Development, Curriculum Evaluation, Handicapped Students, Junior Colleges, *Performance Based Education, Physically Handicapped, Post Secondary Education, Secondary Education, State Curriculum Guides, State Programs, *Statewide Planning, *Vocational Education, Vocational Schools

Identifiers—Louisiana

Objectives of the project were: (1) to develop statewide articulated competency-based curricula in selected vocational education programs, (2) to develop a plan for coordinating instruction between high schools, vocational schools, and colleges, (3) to determine standards for levels of competencies of selected curricula, (4) to provide instructors with guidelines indicating achievement levels, and (5) to identify problem areas in curriculum models for special needs students. Following a literature review, collection of data from schools and employers, and assessment of guides in current use, articulation advisory committees were formed. Although interest was high in the group, signed articulation agreements were not achieved. Curriculum guides were developed and field tested for five vocational areas: air conditioning/refrigeration, drafting occupations, electronics, nursing occupations, and office occupations. Evaluation results are shown for each of the three institutional levels, and 80% of the 153 instructors said that they would use the guides. Revised guides were disseminated in the State. Also reported are the results of an assessment of programs for special needs students in vocational schools. A bibliography is included in the document. Appendixes contain a task inventory for nurse assistant, field test and special needs assessment questionnaires, and a list of special needs instructional materials. (RG)

ED 124 772 CE 007 400

Competency-Based Curriculum for Articulated Programs in Air Conditioning/Refrigeration. A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana. Final Report. Volume II.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—VT-102-839

Pub Date—May 76

Contract—OEG-0-74-1744

Note—54p.; For related documents, see CE 007 399-404

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Air Conditioning, *Articulation (Program), Educational Objectives, *Performance Based Education, Post Secondary Education, *Refrigeration, Secondary Education, *State Curriculum Guides, Vocational Education

Identifiers—Louisiana

The curriculum guide for air conditioning/refrigeration is one of five guides written and field tested in a project to develop statewide articulated competency-based curricula in selected vocational education programs. Two separate curricula, one for the vocational-technical level and one for the associate degree level, are presented. The six study units at the vocational-technical level are: Refrigeration Tools and Materials, Theory of Refrigeration and Component Parts, Basic Electricity, Room Air Conditioners, Central Air-Conditioning Units, and Commercial Refrigeration. For each of the units, the terminal objective is stated, and the task analyses, performance objectives, and criterion-referenced measures are listed. The associate degree program is oriented towards specialized training and education in air-conditioning systems layout and design, as well as equipment selection, cost estimation, and optimization. Following a brief description of the program, a job description, task analyses, terminal objective, performance objectives and criterion-referenced measures, and a criterion test item are detailed for each of seven job titles. (RG)

ED 124 773 CE 007 401

Competency-Based Curriculum for Articulated Programs in Drafting. A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana. Final Report. Volume III.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Spons Agency—National Center for Educational

Research and Development (DHEW/OE), Washington, D.C.
Report No.—VT-102-840
Pub Date—May 76
Contract—OEG-0-74-1744
Note—105p.; For related documents, see CE 007 399-404
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Architectural Drafting, *Articulation (Program), *Drafting, Educational Objectives, Employment Opportunities, *Performance Based Education, Post Secondary Education, Secondary Education, *State Curriculum Guides, Vocational Education
Identifiers—Louisiana

The curriculum guide for drafting occupations is one of five guides written and field tested in a project to develop statewide articulated competency-based curricula in selected vocational education programs. Contents of the guide are divided into eight curriculum levels, and students should be able to enter the program at the appropriate level of their experience. The first four levels cover basic drafting skills, the fifth is a general knowledge level covering overlapping areas that each specific field has in common, and the last three levels are advanced levels in the fields of: Architecture, Mapping, Piping, Mechanical-Machinery, and Structural Steel Detailing. Related technical subjects and mathematics are offered at all levels. Each level is divided into teaching units and contains a brief description of the unit, performance objectives, and criterion-referenced measures. Following each of the curriculum levels is a list of job opportunities with their corresponding Dictionary of Occupational Titles code number. A three-level strength of materials curriculum is also included along with a bibliography. (RG)

ED 124 774 CE 007 402

Competency-Based Curriculum for Articulated Programs in Electronics. A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Programs in Louisiana. Final Report. Volume IV.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No.—VT-102-841
Pub Date—May 76
Contract—OEG-0-74-1744
Note—156p.; For related documents, see CE 007 399-404
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Articulation (Program), Educational Objectives, *Electronics, Electronic Technicians, *Performance Based Education, Post Secondary Education, Secondary Education, *State Curriculum Guides, Vocational Education
Identifiers—Louisiana

The curriculum guide for electronics is one of five guides written and field tested in a project to develop statewide articulated competency-based curricula in selected vocational education programs. Curricula are presented for three separate levels: secondary electronics, postsecondary electronic technology, and an associate degree program in engineering technology. The two-year high school program provides a technical background for further training or entry into the trade at an apprentice level. Following a course outline, 67 tasks are presented, with performance objectives and a criterion-referenced measure for each. Job opportunities are described following completion of each of three phases of required tasks. Curriculum format for the postsecondary and associate degree levels are similar. For each task, a performance objective and criterion-referenced measure is given. A description of the criterion-referenced measure is followed by a performance guide for theory and for laboratory, with suggested hours frequently given for each. A bibliography is included. (RG)

ED 124 775 CE 007 403

Competency-Based Curriculum for Articulated Programs in Nursing Occupations. A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana. Final Report. Volume V.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No.—VT-102-842
Pub Date—May 76
Contract—OEG-0-74-1744
Note—108p.; For related documents, see CE 007 399-404
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Articulation (Program), Career Ladders, Educational Objectives, *Health Occupations Education, Nurses, Nurses Aides, *Nursing, *Performance Based Education, Post Secondary Education, Practical Nurses, Secondary Education, *State Curriculum Guides

The curriculum guide for nursing occupations is one of five guides written and field tested in a project to develop statewide articulated competency-based curricula in selected vocational education programs. Following an introductory section giving the philosophy, background, and recommendations for nursing education, the 82 study units are arranged under the following general headings: The Nursing Process, Fundamentals of Nursing, Medical-Surgical Nursing, Maternal and Child Health Nursing, and Advanced Nursing of Adults and Children. For each unit, the terminal objective is stated and the performance objectives and criterion-referenced measures are listed. Intended to provide training for the nurses aide, licensed practical nurse, and the associate degree registered nurse, exit points are indicated for the first two occupations after successful completion of the required units. A bibliography is included. Appended is a 32-page excerpt of the American Nurses' Association Standards of Nursing Practice giving the rationale and assessment factors for each standard. The standards served as the major criteria for the evaluation of overall performance in the client care setting. (RG)

ED 124 776 CE 007 404

Competency-Based Curriculum for Articulated Programs in Office Occupations. A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana. Final Report. Volume VI.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Report No.—VT-102-843
Pub Date—May 76
Contract—OEG-0-74-1744
Note—255p.; For related documents, see CE 007 399-404
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*Articulation (Program), *Clerical Occupations, Curriculum Development, Educational Objectives, Instructional Materials, Job Analysis, *Office Occupations Education, *Performance Based Education, Post Secondary Education, Secondary Education, *State Curriculum Guides, Task Performance
Identifiers—Louisiana

The curriculum guide for office occupations is one of five guides written and field tested in a project to develop statewide articulated competency-based curricula in selected vocational education programs. For each of the 32 job titles listed in the guide, the overall goal, specific tasks, and performance objectives and criterion-referenced measures are detailed. Comprising the major portion of the document is a sample learning packet developed for the sales clerk job. A student packet and instructor packet each contains the prerequisites, materials and/or equipment needed, and activities for each of the stated performance objectives. Forms, illustrations, and tests are included. The instructor packet also contains the test answer keys. Information for the job analyses in the guide was obtained from the State Civil Service Manual, Dictionary of Occupational Titles, and various business sources. After establishing the relevancy of the tasks and validity of the performance objectives by questionnaires sent to potential employers, instructors should be able to use the job analyses to develop curriculum and materials to be used in training students for entry level positions. (RG)

ED 124 777 CE 007 408

Clark, Fredric A.
State-Wide Survey of Adult Vocational Education Programs and Services (Secondary and Post-Secondary Levels). Final Report.
Success Research Consultants, Inc., Tinley Park, Ill.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Research and Development Unit.
Report No.—VT-102-928
Pub Date—1 Sep 73
Note—111p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Adult Vocational Education, Data Analysis, *Educational Assessment, Noncredit Courses, Part Time Students, Post Secondary Education, Program Attitudes, Questionnaires, School Statistics, Secondary Education, *State Surveys
Identifiers—*Illinois

A statewide survey was made to provide current data on the status, nature, content, and scope of Adult Vocational Education (AVE) in Illinois. In addition, the study staff identified some exemplary program elements from which an AVE model program was synthesized. Survey data were collected from interviews with State personnel and from questionnaires completed by secondary school and junior college administrators, instructors, and students at 15 secondary and eight postsecondary schools. School AVE enrollment, instructional, and funding statistical data are reported in tables, figures, and narrative. In general AVE was evaluated as a successful learning experience by all of the participants. However, the student questionnaires rated AVE significantly lower than either the administrators or instructors. Contrary to State planners' previous assumptions, findings indicated that the junior college commitment to and involvement in AVE is significantly lower than that of the secondary school, due to lower reimbursement for noncredit courses. The flexible scheduling of AVE is acceptable but lack of adequate student personnel services weakens the program improvement based on the data collection. A list of documents used in the data analysis and the questionnaire used in the survey are appended. (MF)

ED 124 778 CE 007 409

Corrections Clearinghouse. Annual Descriptive Report.
Washington State Commission for Vocational Education, Olympia.
Report No.—VT-102-930
Pub Date—75
Note—51p.; Photographs will reproduce poorly; Prepared by the Corrections Clearinghouse
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Annual Reports, *Correctional Rehabilitation, Educational Needs, Employment Opportunities, *Employment Services, Federal Aid, *Individualized Programs, *Interagency Coordination, *Job Training, Prisoners, Probationary Period, Program Descriptions, Statewide

Planning, Vocational Rehabilitation
Identifiers—CETA, Comprehensive Employment and Training Act, Manpower Development and Training Act, MDTA, Washington

The major purpose of the clearinghouse is to provide employment assistance and supportive services to adult and juvenile offenders on parole or work training release from corrective institutions in Washington State. Summarized in the annual report are major program activities and evaluation of problem areas. With the aid of Manpower Development and Training Act (MDTA) funding and the cooperation of local agencies, an individualized training program was developed for 46 persons in 28 different occupational areas. Implementation of a followup system enabled enrollee progress to be assessed. A pilot employment assistance project utilizing a wide variety of resources was implemented to locate jobs and to determine the most effective method of providing employment services. The clearinghouse also provided staff training for five probation and parole job finders. Other activities included a workshop and statewide conference on offender employment, publication of a monthly newsletter, and an interagency communication workshop. Proposals for future activities include development of training resources under the Comprehensive Employment and Training Act (CETA), a tri-state vocational effort, and a diversionary program. Appendixes contain procedure charts for MDTA and CETA referral programs and for the proposed vocational and diversionary programs; explanations of parole and work release; a copy of the newsletter, "Outside Insight;" and the clearinghouse organizational structure. (RG)

ED 124 779 CE 007 410
Rehabilitation Services Program.
Goodwill Rehabilitation Center, Chicago, Ill.
Report No.—VT-102-934
Note—27p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Handicapped, Job Training, Multiply Handicapped, *Program Descriptions, Rehabilitation Centers, *Rehabilitation Programs, *Vocational Rehabilitation

The document describes the services offered by the Chicago Goodwill Rehabilitation Center. A brief, general description of the goals and activities is provided for each of the following services: personal and vocational evaluation of clients, community and job placement, vocational orientation and exploration, counseling and psychotherapy, social services, work adjustment and work readiness training, remedial and vocational education, manual communication, job-seeking skills, and residential and referral services. Specific areas are listed and brief course content summaries are provided for job skills training in the vocational education program. (NJ)

ED 124 780 CE 007 412
Ertle, Vicki And Others
The First National Sourcebook: A Guide to Correctional Vocational Training.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; New England Resource Center for Occupational Education, Newton, Mass.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.—VT-102-937
Pub Date—Jul 73
Contract—OEG-0-4371
Note—431p.; Pages 329-330 and 332-351 will not reproduce well in microfiche due to faded, broken type
EDRS Price MF-$0.83 HC-$23.43 Plus Postage.
Descriptors—Cooperative Programs, *Correctional Education, Correctional Rehabilitation, *Course Descriptions, Demonstration Programs, Interinstitutional Cooperation, *Job Training, Program Descriptions, *Program Guides, Research Projects, *Vocational Education, Vocational Rehabilitation

Intended for persons involved in planning and implementing prison vocational training programs, the guide contains detailed information on 66 inmate training programs throughout the country. Programs were selected for inclusion on the basis of meeting the following criteria: courses should be transportable or reproducible; have some unique features; have some evidence of effectiveness; and represent a variety of programs including mini-courses, programs in maximum security prisons, and programs in outside training facilities. Information was obtained by telephone calls and questionnaires, with followup site visits and personal interviews when required. Programs in the guide are organized as follows: school and college, business and industry, trade union, professional and paraprofessional, new approaches in traditional courses, short-term and prevocational, and organizational methods. The summary outline for each program includes: job skills taught, course length, number of trainees, staff and cost requirements, descriptive and curriculum materials available, contact person(s), teaching and learning methods, implementation requirements, student selection methods, evaluation, supplementary services, and history and development. Appended is a list of the 32 institutions visited. A 15-page index provides access to the programs by State, name of program, and occupational area. (Author/RG)

ED 124 781 CE 007 415
Annual Evaluation Report of the State Advisory Council on Vocational Education. Fiscal Year 1975.
Hawaii State Advisory Council on Vocational and Technical Education, Honolulu.
Report No.—VT-102-940
Pub Date—Dec 75
Note—102p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Advisory Committees, Annual Reports, Educational Objectives, *Educational Planning, Educational Programs, Post Secondary Education, *Program Evaluation, Secondary Education, *State Programs, Statewide Planning, *Vocational Education
Identifiers—*Hawaii

In its sixth annual evaluation report for fiscal year 1975, Hawaii's Advisory Council on Vocational Education concentrated on the subject of statewide planning for vocational education and focused particularly on four goals of the State Master Plan: responsiveness to employment opportunities, coordination and planning, quality and cost effectiveness, and continuous evaluation of programs. In approaching the planning process the Council recognized differences in the State's two school systems, the broad basic vocational skills provided at the secondary level through the Hawaii Department of Education, and the specialized occupational preparatory skills provided at the postsecondary level by the University of Hawaii colleges. Vocational education planning in both systems is reviewed and commented on in detail in the report. The appendix (65 pages) provides tabular data on Hawaii's secondary and postsecondary vocational education programs and accomplishments in fiscal year 1975, along with a summary of the four previous evaluation reports. (MF)

ED 124 782 CE 007 416
New York State Annual Report for Occupational Education. Fiscal Year 1975.
New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Report No.—VT-102-941
Pub Date—75
Note—154p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Adult Education, *Annual Reports, Career Education, Educational Programs, Elementary Secondary Education, Post Secondary Education, *Program Descriptions, Special Programs, *State Departments of Education, *State Programs, Student Enrollment, *Vocational Education
Identifiers—*New York

The New York State Annual Report for Occupational Education, Fiscal Year 1975, contains a narrative description of the State's accomplishments in terms of the objectives of the State Plan for Administration of Occupational Education, as well as a statistical overview of the State's occupational education programs during the fiscal year. Data are organized into five major sections, according to the instructional level of persons served: elementary and early secondary, secondary, postsecondary, adult, and multilevel. The secondary, postsecondary, and adult sections are further subdivided into three population groups served: general, disadvantaged, and handicapped. Throughout the reports specific programs and services are described to show how resources were utilized to accomplish objectives. Additional descriptions of exceptional or model programs are presented for the secondary, postsecondary, and adult levels. A variety of goals which have implications for all educational levels are described in the multilevel section. The elementary and early secondary section describes career education activities and the regional career education models. (Author/MF)

ED 124 783 CE 007 417
Alabama Advisory Council on Vocational Education. Annual Evaluation Report 1975.
Alabama Advisory Council on Vocational Education, Auburn.
Report No.—VT-102-942
Pub Date—75
Note—33p.; Maps on page 3 will not reproduce well in microfiche due to smallness of type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Advisory Committees, *Annual Reports, Educational Finance, Educational Planning, Educational Programs, Elementary Secondary Education, Post Secondary Education, Program Budgeting, *Program Evaluation, *State Programs, Statistical Data, *Vocational Education
Identifiers—*Alabama

The sixth annual report of the Alabama Council on Vocational Education presents 21 objectives for performance analysis of the State's 1975 vocational education program. Also presented are the group's evaluation findings (examining effort, performance, adequacy, and efficiency) and a summary of findings from other Council Studies. The Council commended the local education agencies for expansions in adult vocational education, prevocational instruction in junior high schools, and career education activities for elementary and middle grades. The Alabama State Department of Education's Division of Vocational Education and Community Colleges was also commended for its involvement in expanding vocational student organizations, providing professional development programs for personnel, and cooperating in curriculum development measurement efforts. However, the Council expressed concern about duplication of programs in junior and technical colleges, disproportionate expenditure for area vocational schools, some weaknesses in information and counseling programs, and inadequate funding for equipment in technical colleges and existing secondary schools. Recommendations specific to the concerns are given. Graphs depicting funds, enrollments, programs, and employment are included in the statistical supplement. (MF)

ED 124 784 CE 007 418

Muth, Edmund H.

Report on the Manpower Needs of the Law Offender in Illinois.

Governor's Advisory Council on Manpower, Springfield, Ill.

Report No.—VT-102-943

Pub Date—Aug 74

Note—184p.; Prepared by the Law Offender's Planning Task Force

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Correctional Education, *Correctional Rehabilitation, Corrective Institutions, Cost Effectiveness, Delivery Systems, Interagency Coordination, Job Placement, Job Training, Manpower Development, *Manpower Needs, Models, *Prisoners, Released Time, Statewide Planning, Vocational Development, *Vocational Rehabilitation

Identifiers—*Illinois

The Law Offender's Planning Task Force of the Governor's Advisory Council on Manpower was established to develop a comprehensive manpower services plan for law offenders in Illinois. The report discusses what is needed in effective criminal justice manpower services and the problems peculiar to delivery of manpower services within the constraints of criminal justice institutions. Focus is on services for adult law offenders in penitentiaries and on parole, the juvenile justice system, and court services in the pretrial, probation, jail, and work release areas. Planning issues and methodologies are reviewed, and a recommended program plan for fiscal year 1976 is presented. Review of the current system indicates that manpower services are not delivered in adequate scale or quality to meet the needs of Illinois law offenders. A basic services model was therefore developed, stressing community-based services for clients not yet institutionalized and reintegrative services for those in corrective institutions, with emphasis on screening and referral, work release, practical diversion, training and job placement, and other manpower vocational services. (MF)

ED 124 785 CE 007 419

North Dakota Vocational Education Annual Report. Fiscal Year 1975.

North Dakota State Board for Vocational Education, Bismarck.

Report No.—VT-102-944

Pub Date—75

Note—80p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Ancillary Services, *Annual Reports, Educational Programs, Post Secondary Education, School Statistics, Secondary Education, Special Programs, *State Boards of Education, *State Programs, Statistical Data, Student Enrollment, Student Organizations, Student Placement, *Vocational Education

Identifiers—*North Dakota

The North Dakota Annual Report for Vocational-Technical Education contains a financial, statistical, and narrative description of the State's accomplishments during fiscal year 1975 in accordance with the objectives set forth in the State plan for the administration of vocational education. Information in the report was compiled from data in the State office and reported by the local education agencies. The report is organized according to the instructional level of persons served (secondary, postsecondary, and adult) and the population groups served (general, disadvantaged, and handicapped). Ancillary services, special programs, and other information are also topics included to indicate ways in which resources were utilized to accomplish the objectives. The activities described in the report are those funded in whole or in part by Federal vocational education funds under Public Law 90-576 and by State vocational funds appropriated by the North Dakota Legislature. (Author/MF)

ED 124 786 CE 007 420

Summary Data. Vocational Education. Fiscal Year 1974.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Report No.—VT-102-945

Pub Date—74

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Finance, *Educational Programs, *Enrollment, *Expenditures, Federal Aid, Federal Programs, National Surveys, State Programs, *Statistical Data, Tables (Data), Teacher Education, *Vocational Education, Vocational Education Teachers

The report contains national summary data compiled from fiscal year 1974 annual reports submitted by all States in the administration of vocational education. The data presented include statistics relating to expenditures, enrollments, program completions, teachers, and teacher training. Contents of the report consist of tables showing: (1) total enrollment in vocational education by program, level, and target group; (2) number of teachers and local administrative personnel in vocational education programs; (3) enrollees and completions of vocational education teacher training programs; (4) vocational education expenditures, source of funds, and allotments; (5) State and local expenditures; (6) total vocational education expenditures by selected purpose, level, and target group under all programs; (7) enrollment and completions by instructional program; and (8) followup of program completions in preparatory vocational education programs. (Author/MF)

ED 124 787 CE 007 422

Tuscaloosa County School System Placement Services for Exiting Students. Final Report.

Tuscaloosa County Board of Education, Tuscaloosa, Ala.

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-947

Pub Date—7 Aug 75

Note—33p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—County School Systems, Developmental Programs, *Dropouts, *High School Graduates, *Job Placement, *Placement, Post Secondary Education, *Program Descriptions, Program Evaluation, Secondary Education

Identifiers—Alabama (Tuscaloosa County)

During the school year 1974-75, a project to place exiting students in an occupational or postsecondary program was conducted by the Tuscaloosa County School System. The project was designed to assist graduating seniors of four high schools and those exiting prior to graduation. In meeting the project goal the following activities were carried out: an advisory board and separate advisory committees in each high school were established, a listing of local educational opportunities was compiled, the Strong Vocational Interest Blank and the General Aptitude Test Battery were administered, and interviews were conducted with each student. The goal of placing all students was not attained; only an estimated 50% were placed. Objectives attained to varying degrees were: helping students reconcile post high school ambitions with existing educational programs, ascertaining prospective employers' suggestions for curriculum modification, and providing teachers with staff development activities to help them relate curricular offerings to occupations. Results of a student evaluation are appended, along with an evaluation report which discusses project accomplishments in terms of objectives and offers possible explanations and solutions to the problems encountered. (NJ)

ED 124 788 CE 007 423

Wyrosdick, J. E. Ross, Lettie M.

Montgomery County Alabama's Approach to Career Education-Grades One Through Twelve. Final Report.

Montgomery County Public Schools, Ala.

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-948

Pub Date—Jul 75

Note—40p.; Pages 27 through 40 (samples of elementary students work and seventh and eighth grade questionnaires-all identifying individual students) were removed and are not included in the pagination

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, *County School Systems, *Elementary Secondary Education, *Pilot Projects, *Program Descriptions, Teacher Attitudes, Teacher Response

Identifiers—*Alabama (Montgomery County)

Summarized in the 13-page report are the goals, objectives, procedures, accomplishments, and problems in implementing the Montgomery County (Alabama) three-year career education pilot project. Emphasis has been on integration of career education in the regular classroom as the most effective means of teacher and student involvement. Of career education activities, 90% were subject-related and relevant to the course content. These included hands-on activities, simulation games and skits, use of resource people, audiovisuals, written exercises, and onsite observations. The largest problem encountered was acceptance and commitment of teachers to career education. Inclusion of new pilot schools required orientation of most of the teaching staff in the project. This was accomplished by an initial workshop followed by monthly inservice, distribution of a career education newsletter, and use of a monthly report to determine teacher involvement and assess progress in career education activities. Appendixes (21 pages) include inservice materials, sample lesson plans for career education activities, copies of the newsletter and monthly teacher report, and results of a pretest and post-test teacher opinion survey on career education. (Author/RG)

ED 124 789 CE 007 424

Coffee County Alabama's Approach to a Comprehensive Placement Program-Grades One Through College. Final Report.

Coffee County Public Schools, Elba, Ala.

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Report No.—VT-102-950

Pub Date—Oct 75

Note—69p.; Page 64 (a personal letter concerning a student) and page 69 (a completed student evaluation sheet) were removed. They are not included in the pagination; Some of the letters in the latter part of the document will not reproduce well in microfiche due to faded, broken type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Education, Comprehensive Programs, Dropout Programs, Elementary Secondary Education, *Job Placement, Occupational Guidance, Placement, *Program Descriptions, *Student Employment, Teacher Response, *Vocational Counseling

Identifiers—Alabama (Coffee County)

The purpose of the Coffee County (Alabama) project was to implement an integrated program of occupational information, guidance, and training extending from the elementary school through the post high school level. Implementation strategy included the following activities: (1) appointment of project personnel, including a full-time placement coordinator; (2) implementation of career education and occupational guidance in the six participating schools through teacher inservice and information dissemination; (3) establishment or revision of school advisory committees to assist in data collection, student screening, and other areas; (4) special emphasis on involvement of potential dropouts in work-study programs; and (5) identification of the community and area resources capable of providing employment opportunities. Results of the program included the placement of 19 unemployed adults, and college placement of 18 persons by assisting them to secure financial aid. Accomplishments indicate that the program is workable; the greatest need is community awareness to stimulate the hiring of students for paying jobs. Appendixes (49 pages) include: an information sheet for school personnel explaining the program, pertinent forms for data collection, an annotated bibliography on career guidance, and letters to the placement coordinator from teachers commenting on the impact of the program. (RG)

ED 124 790 CE 007 425

Pope, Henry H.

Mobile County Public Schools Career Education Project. Final Report.

Mobile County Public Schools, Ala.

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-951

Pub Date—10 Jun 75

Note—101p.; Pages 69 through 73 of the list of participants and portions of appended material are of marginal legibility and will not reproduce well in microfiche

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, *County School Systems, *Elementary Secondary Education, Guidance Programs, Leadership Training, *Program Descriptions, *Program Development

Identifiers—*Alabama (Mobile County)

Objectives, project personnel, procedures, accomplishments, and problems of the Mobile County (Alabama) three-year career education project are described in the report. Successive reductions in funding severely handicappped implementation of the model program in the large county school system. Two major accomplishments during 1974-75 emphasized leadership training and counseling services. A career guidance leadership day, attended by business and industry leaders and educators, provided a knowledge base for a 60-hour career guidance institute for 31 teachers, counselors, and educators to upgrade programs and relate program outcomes to business requirements. Appendixes (57 pages) include: institute goals, agenda, list of participants and invited persons, activity sheet, and a summary of participant comments; the structure of the counseling program and an innovative career group guidance program for grades 6-12; and behavioral objectives for the counselors and students. Appended materials also include correspondence and counselor comments on a group dynamics workshop. A proposal funded for 1975-76 will continue project development. (RG)

ED 124 791 CE 007 426

Work, Gerald G. Ryan, Charles W.

Research Priorities for Vocational-Technical Education in Maine. 1975-1977.

Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Report No.—RD-Ser-C-75-2VT-102-952

Pub Date—Oct 75

Note—53p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Needs Assessment, *Post Secondary Education, Rating Scales, *Research Needs, Research Problems, State Schools, *State Surveys, Statistical Analysis, Tables (Data), *Teacher Attitudes, Teacher Response, Technical Institutes, *Vocational Education, Vocational Education Teachers

Identifiers—*Maine

The report presents the findings of a study conducted to determine priority areas for research in vocational-technical education in Maine for 1975-77 as perceived by practitioners. A list of vocational education research areas was developed as a survey questionnaire and administered to 244 professional staff members of the seven postsecondary vocational-technical institutions in the State. One hundred and forty-nine (61%) were returned. Responses were analyzed question-by-question for each of five areas: needs for vocational education, curriculum development, instructional learning processes, student development and needs, and administration of vocational education. The responses are first reported by question according to institution, and following that, the highest priority responses for each of the five areas are reported, reflecting the following concerns: labor market requirements; assessment of educational needs of 16-18 year olds; development of new programs from emerging technologies; relating preparation competencies to job entry; development of multimedia instructional approaches; vocational counseling and followup; provision for advanced placement; and exploration of the role of the vocational, technical, and adult education system within postsecondary education. A sample questionnaire is appended to the report. (Author/NJ)

ED 124 792 CE 007 427

Schoenrock, Barbara

Everything You Always Wanted to Know About Adult Distributive Education But Were Afraid to Ask. A Collection of Suggestions for the Organization and Administration of Adult Distributive Education.

Nebraska Univ., Lincoln.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Report No.—VT-102-953

Pub Date—Aug 75

Note—61p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, Adult Learning, Advisory Committees, Course Descriptions, *Distributive Education, Educational Needs, *Guidelines, Post Secondary Education, *Program Administration, *Program Development, Teaching Techniques

The manual outlines some suggestions to assist the teacher-coordinator in organizing and administering adult distributive education programs. Suggestions are offered for determining community needs; instructing the adult learner; selecting instructors; promoting the program; evaluating the program; and designing, implementing, and evaluating learning experiences. The manual also includes a checklist of activities for organizing an adult distributive education program, a discussion of the role of the advisory committee, a worksheet for stating learning objectives, and discussion of timing and duration of the program. Various teaching techniques are briefly discussed with a consideration of how the techniques might be matched to behavioral outcomes. Several possibilities for adult distributive education courses are offered, along with a list of brief course descriptions. In summary, the characteristics of successful adult distributive education programs are enumerated. The manual also includes a listing of the secondary distributive education programs in Nebraska. A one-page bibliography completes the document. (NJ)

ED 124 793 CE 007 428

Roberts, Lawrence H. Andrew, Larry Dean

Research and Development Project in Career Education. Evaluation Report. Russellville, Arkansas, 1973-1975.

Educational Planning and Evaluation Services, Magnolia, Ark.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-954

Pub Date—15 Sep 75

Contract—OEG-0-73-2971

Note—68p.; For related document, see CE 007 429

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Education, Community Involvement, *Developmental Programs, *Educational Objectives, *Elementary Secondary Education, *Program Evaluation, Public School Systems, Standardized Tests, Vocational Development

Identifiers—Arkansas (Russellville)

The extent to which specific program objectives were achieved is the focus of the third party evaluation report of the Russellville (Arkansas) two-year K-12 career education project. A brief description of the background, personnel variables (students and staff), and process variables (organization, activities, and objectives) are presented. Evaluation findings for 19 program objectives for both years of the project are detailed in narrative and tabular form. Evaluation instruments included standardized and staff-developed tests, attitude questionnaires, and project records. A chart summarizing the evaluation results shows, for each objective: the measuring instrument(s) used, the expected performance, the target population, results, and whether or not the objective was achieved. Summary statements, conclusions, recommendations, and an appendix containing the standardized measuring instruments used in the evaluation complete the report. Almost all of the objectives were achieved, and there has been a very positive response from students, teachers, and the community. Community involvement was one of the outstanding features of the project. During the 1974-75 year, 788 people from the community participated by serving as classroom speakers or resource persons, sponsoring field trips, or donating materials. (RG)

ED 124 794 CE 007 429

Research and Development Project in Career Education. Final Report.

Russellville Public Schools, Ark.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-955

Pub Date—31 Jul 75

Contract—OEG-0-73-2971

Note—61p.; For related document, see CE 007 428; Bulletin board and classroom activities in the elementary grades will not reproduce well in microfiche due to faded type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Exploration, *Developmental Programs, *Elementary Secondary Education, *Program Descriptions, Public School Systems, *Vocational Development

Identifiers—Arkansas (Russellville)

Described in the report are the background, objectives, activities, and accomplishments of a two-year career education project. Program objectives for each year are outlined in terms of overall objectives, and objectives of the elementary, career education, guidance and counseling, and placement components. Major activities of the year included establishment of a career exploration laboratory containing individual study carrels at the high school and development of a "shadowing" program, in which a student spent a working day with a person employed in his or her career interest area. Accomplishments are reported in five main areas of concern: (1) establishment of a close working relationship with the community, (2) inservice activities that emphasized the role of the teacher, (3) provision for continuation of the program after Federal and State funding ceases, (4) stressing more activities in the affective and psychomotor variables, and (5) initiation of placement and followup activities as a continuing process. Appendixes (35 pages) include: a bibliography, forms, examples of career awareness and career exploration classroom activities, and pages from a staff-prepared guide to community occupational information. Based upon observation and personal interviews, the guide provides employment data for each industry and a job profile for each position. (RG)

ED 124 795 **CE 007 431**

Research and Development Project in Career Education. Final Report.

North Dakota State Board for Vocational Education, Bismarck.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-957

Pub Date—30 Apr 75

Contract—OEG-0-73-3015

Note—80p.; Appendix B-Teacher Survey of Secondary Career Development Concept will not reproduce well due to small faded type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, *Career Exploration, Developmental Programs, Educational Objectives, Junior High Schools, Program Descriptions, *Program Evaluation

The 19-page report describes the goals, objectives, activities, accomplishments, recommendations, and conclusions of a two-year project to establish a junior high school career education program. The project was designed to: (1) provide career exploratory experiences through integration of career education into all subjects and visitation of area resources and work sites and (2) assist students in developing a positive self-image and a positive attitude toward work. Program implementation was facilitated through teacher inservice and visits to observe career education programs in other schools. A summer writing team of staff members developed curriculum materials, resource files, and slide-tape presentations. Project outcomes included activities booklets for each major subject area. A third party evaluation report by two administrators from Minot State College is included, and reviews the accomplishments of the project in terms of stated objectives. Teacher and student attitudes are also assessed from analysis of data collected, classroom visits, and conferences. Administrative support was a major factor contributing to the success of the project. Appendixes comprise about half the document and include: a teacher survey of career development concepts, data on the writing team effort, and a staff personnel directory and resource file indexed by name, interest (hobbies), and job (work experience). (Author/RG)

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors,* are in alphabetical order.

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Health Project Management. A Manual of Procedures for Formulating and Implementing Health Projects.
ED 123 351

Sample Project Resume

Accession Number

Title

Principal Investigator

Recipient Institution (including address)

Start—End Dates

Supporting Agency (including address)

Contract or State Control Number

Abstract

VTP-2675
Title: Correlation of Local Employment Needs and Vocational Progress.
Principal Investigator: Glenn Sample
Recipient Institution: Indiana Vocational Technical College, 616 Wabash Avenue, Lafayette, Indiana 47905
Start—End Dates: September 1, 1976 to August 31, 1977
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-15
Summary of Project: The overall purpose of this project is to determine local employment needs and the corresponding vocational technical programs that will supply the necessary trained manpower. Specific objectives are: (1) to develop employment profiles that include information on projected needs, skill, and training requirements; (2) to develop a market share prediction model to determine the number of job opportunities for graduates of vocational technical programs; (3) to determine the performance skills developed in vocational technical programs; (4) to develop a methodology for correlating local employment needs with vocational technical programs performance skills in Region 4; and (5) to communicate the findings of this project to regional and state vocational technical educators and industrial and legislative leaders. The general design of the first phase is to implement tasks one through eight of the Educational Needs Assessment Methodology. The second phase deals with developing a methodology to match employer required performance skills for various job titles with the performance skills developed in the Ivy Tech training programs. The third phase is to develop a market share equation of the various employment needs of the region for use by Ivy Tech program planners.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968 (P.L. 90-576), Parts C, D, I, and J.

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-2666

Title: Effectiveness of a Systemized Approach to Using Career Tests and Resources. [Whitfield, Edwin A.]

Recipient Institution: San Diego County Schools, 6401 Linda Vista Road, San Diego, California 92111

Start—End Dates: Start Date 1 Oct 76;End Date 30 Jun 77

Supporting Agency: California State Department of Education, Sacramento, California 95814

Summary of Project: This project proposes to test the effectiveness of the "Career Tests and Resources Selection System," in assisting schools to select and utilize career education goals and objectives of their schools. The tests and resources selected will be combined with project-developed resources in planning and initiating a career planning course for eleventh grade students. School staff members will be assisted in developing career education goals and objectives, identifying and using community and school resources, planning a career identifying and using community and school resources, and planning a career planning course. Students involved in the career planning course will be tested prior to beginning the course activities and upon completion. Both commercial and project-developed instruments will be utilized. Project students will be compared with control groups. A third party evaluator will be used for instrument design, data collection, tabulation, and analyses.

VTP-2667

Title: Eureka: The California Career Information System.

Principal Investigator: Halligan, Patrick

Recipient Institution: Richmond Unified School District, 1108 Bissell Avenue, Richmond, California 94802

Start—End Dates: Start Date 1 Sep 76;End Date 30 Jun 77

Supporting Agency: California State Department of Education, Sacramento, California 95814

Summary of Project: It is the objective of this project to provide current, accurate, and locally relevant labor market and educational information to aid California youths in career exploration and decisionmaking. The primary goal is to provide direct access to the latest career information available to the students in the seven high schools in the Richmond Unified School District and to students in two private, nonprofit schools. Each of the sites will have access to the central computer through computer terminals located in each school. Available also to the students are counseling areas, career centers, and learning centers. Demonstrations of the system will be offered statewide and the staff will provide leadership in forming a statewide Eureka consortium consisting of representatives from developers and users of system information. A third party evaluation will assist the school district in evaluation of the project.

VTP-2668

Title: Evaluating the Program Concept in Vocational Agriculture.

Principal Investigator: Thompson, Orville

Recipient Institution: University of California-Davis, AOB4, Davis, California 95616

Start—End Dates: Start Date 1 Sep 76;End Date 30 Jun 77

Supporting Agency: California State Department of Education, Sacramento, California 95814

Summary of Project: This project will assist vocational agriculture departments in developing and implementing a planned instructional program based upon students' occupational goals and on job market needs. Three high schools will be selected to pilot-test the feasibility of incorporating the program concept of vocational agriculture instruction into all vocational agriculture departments in California. This project will determine the effectiveness of an organized student program planning procedure for three types of high schools—metropolitan, multi-man, and rural. Objectives are: (1) to develop a model program using the program concept; (2) to determine the inservice needed; (3) to determine the work load, class size, and total cost in implementing this concept; and (4) to determine how much extra time will be spent by the teacher with students on a one-to-one contact basis, in order to effectively assist each student in planning and implementing vocational objectives. The final product will result in a written set of guidelines to be used by other schools in the state in implementing the program concept.

VTP-2669

Title: Model Student Placement Program.

Principal Investigator: Averill, Donald F.

Recipient Institution: Huntington Beach Union High School District, 5201 Bolsa Avenue, Huntington Beach, California 92647

Start—End Dates: Start Date 15 Aug 76;End Date 30 Jun 77

Supporting Agency: California State Department of Education, Sacramento, California 95814

Summary of Project: This project proposes to establish and operate a student placement program. An advisory committee will validate job competencies, advise on needed instruction, and provide assistance in validating the job market. The guidance and instructional staffs will provide occupational information, assistance in decisionmaking, and test application and interpretation. A computerized job and community resource data base will be used. Articulation efforts will be expanded with the local manpower agencies, youth employment services, and community colleges. The California Manpower Management Information System will be utilized to provide specific employment trends for the area. The project intends to make available to all California school districts a field tested model for student placement. Teachers and staff members will complete a local evaluation related to the product objectives as they interact with the students. In addition, an overall study will be made of results, with criterion-referenced instruments used in the followup of students.

VTP-2670

Title: Vocational Education System Evaluation Data.

Principal Investigator: Nessham, Ernest R.

Recipient Institution: Office of the Napa County Superintendent of Schools, 4032 Maher Street, Napa, California 94558

Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77

Supporting Agency: California State Department of Education, Vocational Education Unit, State Education Building, 721 Capitol Mall, Sacramento, California 95814
Summary of Project: The purpose of this project is to provide subject area and work experience education evaluations for the consideration of District Review of Vocational Education (DROVE) review teams. It will also provide decisionmaking data for bureau managers, high school subject matter supervisors, and work experience administrators. Subject matter assessments will be made in agriculture, business, homemaking, and industrial education in 20 districts randomly selected for the 1976-77 DROVE process. In addition to assisting DROVE teams in their understanding of a district's instructional function, subject-matter reports will become a source for future, indepth analysis by state bureau managers and evaluation consultants.

VTP-2671

Title: Establishment of CDS Demonstration Classrooms.
Principal Investigator: Lathrop, Robert
Recipient Institution: Florida State University, Tallahassee, Florida 32306
Start—End Dates: Start Date 15 Sep 76;End Date 30 Jun 77
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Contract and/or Control No.: D7-004
Summary of Project: It is proposed that support be provided for each of 12 practicing teachers to enable them to turn their classrooms into exemplary vocational education demonstration centers of the CDS instruction system. Specific project objectives are: (1) to establish 12 demonstration classrooms in which the CDS instructional system would be operational by June of 1977; (2) to provide a select group of 12 teachers with the technical and financial support necessary for implementation of the CDS instructional system; and (3) to produce a cadre of 12 teachers experienced in the implementation of that system. Procedures will consist of staff meetings, onsite visits, and workshops. In addition to technical support, each of the 12 teachers would spend ten days of their own time in development of the system for which they would be reimbursed at the rate of $75 per day. Evaluation will focus on establishing whether or not project objectives are met.

VTP-2672

Title: Evaluation of Manatee County Project Third Party ETS.
Principal Investigator: Hardy, Roy
Recipient Institution: Educational Testing Service, Princeton, New Jersey 08540
Start—End Dates: Start Date 1 Jul 75;End Date 1 Jun 76
Supporting Agency: Florida State Department of Education, Tallahassee, Florida 32304
Contract and/or Control No.: 760-026
Summary of Project: Proposed in this agreement is a third party evaluation of the Florida Comprehensive Program of Vocational Education for Career Development. In carrying out the terms of the contract, Educational Testing Service proposes: (1) to develop, define, and establish working relationships with the various groups that have information relevant to the evaluation; (2) to organize existing information about process and product in the schools and colleges; (3) to assemble information to certify that the program is in operation; (4) to identify processes and activities not on schedule; (5) to implement the final evaluation design in congruence with the discovered realities of the program; and (6) to collect initial and intermediate baseline data for progressively more accurate descriptions of the status and change of the students.

VTP-2673

Title: Supplemental Funds for Project "Model for Computerized District Comprehensive Follow-up Study." (D6-004)
Principal Investigator: Jackson, Leonard
Recipient Institution: Alachua County School Board, 1817 East University Avenue, Gainesville, Florida 32601
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304
Contract and/or Control No.: D7-005
Summary of Project: Extending the efforts of Project D6-004, this project proposes to explore alternative methods of analyzing the data derived from that project and to disseminate the results of this exploration. Procedures include: (1) contracting expended computer analysis from the University of Florida Computing Center; (2) writing a monograph describing the procedures and results; and (3) disseminating 100 copies of the monograph and final printouts.

VTP-2674

Title: Analysis of the Employment Needs for SBVTE Area Thirty-four.
Principal Investigator: Hoffman, Robert
Recipient Institution: Connersville Area Vocational School, 1000 Ranch Road, Connersville, Indiana 47331
Start—End Dates: Start Date 27 Sep 76;End Date 15 Jun 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-11
Summary of Project: In order to determine the reliability of existing programs and the need for new programs at Connersville Area Vocational School, this project proposes to analyze employment needs for the SBVTE Area 34. Project objectives include: (1) determining the jobs available in the region in six occupational clusters; (2) preparing and administering survey instruments to determine employment information; (3) establishing an advisory committee to review and analyze data and make recommendations for program development; (4) preparing the final report; and (5) developing an investigative team to carry out project objectives. In evaluation, instruments will be prepared to analyze the comprehensiveness of the study, the number of contacts, the collected data, and the data-collecting process.

VTP-2675

Title: Correlation of Local Employment Needs and Vocational Progress.
Principal Investigator: Sample, Glenn
Recipient Institution: Indiana Vocational Technical College, 616 Wabash Avenue, Lafayette, Indiana 47905
Start—End Dates: Start Date 1 Sep 76;End Date 31 Aug 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-15
Summary of Project: The overall purpose of this project is to determine local employment needs and the corresponding vocational technical programs that will supply the necessary trained manpower. Specific objectives are: (1) to develop employment profiles that include information on projected needs, skill, and training requirements; (2) to develop a market share prediction model to determine the number of job opportunities for graduates of vocational technical programs; (3) to determine the performance skills developed in vocational technical programs; (4) to develop a methodolgy for correlating local employment needs with vocational technical programs performance skills in Region 4; and (5) to communicate the findings of this project to regional and state vocational technical educators and industrial and legislative leaders. The general design of the first phase is to implement tasks one through eight of the Educational Needs Assessment Methodology. The second phase deals with developing a methodolgy to match employer required performance skills for various job titles with the performance skills developed in the Ivy Tech training programs. The third phase is to develop a market share equation of the various employment needs of the region for use by Ivy Tech program planners.

VTP-2676

Title: Creation of a Job Bank.
Principal Investigator: Sample, Glenn
Recipient Institution: Indiana Vocational Technical College, 1534 West Sample Street, South Bend, Indiana 46619
Start—End Dates: Start Date 1 Oct 76;End Date 30 Jun 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 6-77-D-6
Summary of Project: Proposed by the project is the creation of a job bank at the Indiana Vocational Technical College which will contain information on at least 200 employers in Region 02. Procedures will include: (1) hiring a clerical assistant to the Placement Officer; (2) solicitation of employer information by mail; (3) visits to at least 30 employers in the Region; (4) publicizing the job bank services to the students and faculty; and (5) reviewing results of other research and demonstration projects in the area of placement and followup.

VTP-2677

Title: Description and Prediction of Success in Vocational Education.
Principal Investigator: Garrison, Tom
Recipient Institution: Municipal School District of Wayne Township, 1200 South High School Road, Indianapolis, Indiana 46241
Start—End Dates: Start Date 1 Oct 76;End Date 30 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-13
Summary of Project: The central purpose of the proposed study is to investigate the relationship of the pattern of adaptive abilities (sensor-perceptual, language, motor, psychomotor, and abstract-conceptual) and success in vocational education. Approximately 150 students aged 15 through 18 years old in vocational training centers in Indiana will be identified. Controls will consist of 30 percent with no history of learning disorders and at least average achievement. The experimental group will have had histories of learning disabilities

and under-achievement. The selected students will be administered nine different measures. The data will be analyzed to denote which measures most reliably predict the level of achievement in either mechanical or personal service vocational training. The analysis will permit conclusions as to which measures are best in determining a given student's potential in mechanical or personal service vocations. Disseminated with the results of the proposed research will be information regarding the techniques of administration for these measures and interpretive information.

VTP-2678

Title: Development of a Health Occupations Continuing Education Center (Continuation).
Principal Investigator: Stevens, Joyce
Recipient Institution: Evansville-Vanderburgh School Corporation, One S.E. Ninth Street, Evansville, Indiana 47708
Start—End Dates: Start Date 1 Jul 75;End Date 1 Jun 76
Supporting Agency: Indiana State Department of Public Instruction, Division of Vocational Education, 120 West Market Street, Indianapolis, Indiana 46204
Contract and/or Control No.: 52-75-D
Summary of Project: Continuation of the project will involve completion of the two educational programs currently being offered: Advanced Pharmacology for Licensed Practical Nurses and Program for the Education of the Dietetic Assistant. In addition, the impact of these programs on the work performance of the participants will be evaluated. It is further proposed to offer additional programs based on the priority learning needs identified in the survey of the first year for licensed practical nurses, operating room techniques, and nurse's aides. The survey of learning needs will be expanded to include at least two other occupational groups and to offer programs to meet the needs identified. A final objective is to evaluate and refine the administrative policies, procedures, and recording system of the health occupations continuing education center.

VTP-2679

Title: Development of Needs Assessment Model for IVTC.
Principal Investigator: Koch, Richard P.
Recipient Institution: Indiana Vocational Technical College, P. O. Box 1763, Indianapolis, Indiana 46268
Start—End Dates: Start Date 15 Nov 75;End Date 15 Apr 76
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 9-75-D
Summary of Project: The goal of this project is to develop, test, and implement a model which will assess and predict manpower requirements by occupation, occupational cluster, and industry on a regional basis to county level and statewide. The model is to be an instrument to assist regional directors in assessing and determining changing needs in occupational education courses. The three phases of the project are: (1) the design and development; (2) testing and modification; and (3) implementation. The purpose of Phase I is to formulate a practical model for collecting pertinent data on employer needs. The adequacy of readily available data sources will first be determined and procedures for filling relevant information gaps will be recommended. Phase II will test the validity of the model by using it in one region to forecast future program requirements. The last phase will involve preparation of a report detailing the model and statewide implementation procedures.

VTP-2680

Title: Development of a Plan to Expand Present Placement System.
Principal Investigator: Sample, Glenn
Recipient Institution: Indiana Vocational Technical College, 1440 East 35th Avenue, Gary, Indiana 46409
Start—End Dates: Start Date 1 Jan 77;End Date 30 Jun 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 6-77-D-5
Summary of Project: This project proposes to produce a plan to assist in the orderly development of an employer reference area in the Indiana Vocational Technical College-Northwest. The Placement Director will write a plan that will: (1) discuss alternatives and recommend plans for organizing an employer reference file and for soliciting and obtaining employer reference materials; (2) project a timetable of sequential placement activities; and (3) review the placement and followup materials previously developed. In addition, the Placement Director will visit other training institutions within the region to learn how employer information is made accessible to students.

VTP-2681

Title: Development of a Regional Manpower Information System.
Principal Investigator: Fields, Charles
Recipient Institution: New Albany-Floyd County Consolidated School Corporation, 802 East Market Street, New Albany, Indiana 47150
Start—End Dates: Start Date 1 Oct 76;End Date 30 Jun 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Summary of Project: Project objectives include the following: (1) to facilitate and improve regional planning for vocational education programs by developing a manpower information system that will provide manpower data corresponding to the informational needs of program planners; (2) to conduct a regional manpower assessment using instruments and procedures developed for the information system; (3) to provide a data base for use in evaluating present vocational education programs and identifying the need for new programs; (4) to utilize this data base for conducting a comparative analysis of regional vocational programs and local employment needs; and (5) to obtain information required to integrate vocational education into the regional planning effort currently being conducted by the River Hills Region Vocational Education Information Project.

VTP-2682

Title: Diffusion of the Cost-Effectiveness System for Improving Secondary Vocational Program Management.
Principal Investigator: Mulholland, J. D.
Recipient Institution: Indiana University, Bryan Hall 210, Indiana University, Bloomington, Indiana 47401
Start—End Dates: Start Date 1 Sep 76;End Date 31 Aug 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 6-77-D-12
Summary of Project: This project proposes to facilitate the diffusion of the previously developed cost-effectiveness system for the purpose of improving secondary vocational program management throughout the state of Indiana. The project will focus on: (1) conducting an intensive pilot study on the implementation of the cost-effectiveness system and (2) initiating a statewide diffusion conference for disseminating the cost-effectiveness system. Procedures will include: (1) selection of field sites, (2) collection and analysis of data, (3) exploration of strategies for faciliting statewide implementation, (4) development of simulation materials for cost-effectiveness measures of vocational programs, (5) preparing and conducting a statewide diffusion conference for vocatiional administrators, (6) evaluating the products and conference, and (7) writing final reports.

VTP-2683

Title: Identifying Innovative Approaches Increasing Female Enrollment in Vocational Education.
Principal Investigator: Mulholland, J. D.
Recipient Institution: Indiana University, 201 Bryan Hall, Bloomington, Indiana 47401
Start—End Dates: Start Date 1 Jan 77;End Date 31 Dec 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-12
Summary of Project: This project proposes to meet the need for innovative programs to prepare counselors to utilize more effectively the vocational education option in developing the career potential of women. New and innovative approaches for training school counselors to recognize vocational education opportunities for women will be identified. In addition, the project will describe, demonstrate, and disseminate descriptions of these new approaches to other counselor education programs in the state of Indiana. Procedures will consist of the appointment of an advisory committee; an exhaustive literature search and review; a three-day workshop; the development and testing of training modules; and the description and dissemination of the modules. An evaluative criterion scale will be designed and applied quarterly, measuring progress toward the project objectives. A terminal evaluation will be conducted by an outside evaluation and will include a followup assessment of the usability of the developed modules in other Indiana counselor education institutions.

VTP-2684

Title: Initial Implementation of Job Placement Program.
Principal Investigator: Sample, Glenn
Recipient Institution: Indiana Vocational Technical College, 616 Wabash Avenue, Lafayette, Indiana 47905
Start—End Dates: Start Date 1 Oct 76;End Date 31 May 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 6-77-D-2
Summary of Project: The project proposes to develop a regional placement service for graduates of the Indiana Vocational Technical College. Procedures will include: (1) development of lists of potential employers by program areas for each county; (2) development of model resumes and assistance in resume writing; and (3) conducting two workshops in job-finding and interviewing techniques. In addition, a statement of alternative for placement system designs will be developed which will discuss placement strategies previously developed in Indiana and will review strategies used in other schools.

VTP-2685
Title: An Innovative Approach to Identifying Local Employment Opportunities for Students.
Principal Investigator: McGrew, David
Recipient Institution: Wawasee Area Vocational Cooperative, Lakeland Community School Corporation, P. O. Box 276, Syracuse, Indiana 46567
Start—End Dates: Start Date 1 Sep 76;End Date 1 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 6-77-D-2
Summary of Project: The project proposes to afford an opportunity to high school counselors to obtain firsthand information concerning local job opportunities for students and to implement this information into the high school placement program. Project objectives are: to obtain an accurate list of local student job opportunities; to obtain a list of key contact personnel; to establish better relations between business and the schools; and to expand the counselor's knowledge of local job opportunities to permit more knowledgeable counseling. Each counselor will make visits to businesses one day a week. During the visit, the counselor will study and make note of the types of jobs performed and of the skills required. A written report will be prepared for use by the vocational and guidance staff to increase their knowledge of local job opportunities.

VTP-2686
Title: Manpower Needs Projection Data System.
Principal Investigator: Koch, Richard
Recipient Institution: Indiana Vocational Technical College, Box 1763, Indianapolis, Indiana 46206
Start—End Dates: Start Date 1 Nov 75;End Date 1 Jul 76
Supporting Agency: Indiana State Department of Public Instruction, Indianapolis, Indiana 46204
Contract and/or Control No.: 9-75-D
Summary of Project: This project proposes to develop and test a model for an improved manpower needs data system in the South Bend and Saint Joseph Counties of Indiana. A policy-setting consortium of representative users and interest groups will work with the project director and supportive staff in the development of a data-base system for determining manpower needs projections. Procedures will also include obtaining and interpreting the raw data, testing the exhaustive variables, formulating an operational model, field-testing the instrument, and translating the data into computer programming. A study will be made of the most efficient and accessible electronic system for analysis and dissemination. Occupational information will be obtained through surveys and interviews. The skill classifications to be included in this demonstration program will be determined by use of sampling techniques.

VTP-2687
Title: A Multi-Community Occupational Needs Survey.
Principal Investigator: Grostefon, Don
Recipient Institution: Logansport Community School Corporation, Box 626, 721 North Sixth Street, Logansport, Indiana 46947
Start—End Dates: Start Date 13 Sep 76;End Date 15 Jul 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-9
Summary of Project: The purpose of the survey is to provide data concerning community employment needs for curriculum, facility, and personnel planning in vocational education programs. The survey will also seek to identify potential educational resources within the community. Specific objectives are: (1) development of a profile of the kinds of occupations in the community and the number of persons employed in each; (2) collection of information about future employment opportunities; (3) determination of the level of education attained by those employed and the level of education desired of future employees by employers; (4) identification of potential cooperative occupational education training stations; (5) identification of community educational resources; (6) identification of cooperative occupational training stations and employment opportunities for the handicapped; and (7) solicitation of area businessmen's opinions about the skills or training high school students should be offered. All of the businessmen who conduct a majority of their trade within the boundaries of each school district will be surveyed by mailed questionnaire. Telephone and personal contact followups will be made of nonrespondents.

VTP-2688
Title: Preparation of Slide Visuals for Vocational Educational Classes.
Principal Investigator: Burton, Robert
Recipient Institution: Brownstown Central Community School Corporation, 500 North Elm Street, Brownstown, Indiana 47220
Start—End Dates: Start Date 1 Jun 76;End Date 1 Dec 76
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-8
Summary of Project: The project will develop slide visuals for vocational education classes of horticulture methods from preplanting to harvesting of locally grown plants. Specific objectives are: (1) to show planting procedures and special agricultural classes in the area; (2) to show developing and cultural practices of special agricultural crops; (3) to show variety differences of crops; (4) to show harvest and processing of crops; and (5) to show identifying characteristics of watermelons, cantalopes, sweet corn, pumpkins, squash, tomatoes, and apples.

VTP-2689
Title: Project CONCERN.
Principal Investigator: Noble, Howard
Recipient Institution: Lawrence Township Schools, 7601 East 56th Street, Indianapolis, Indiana 46226
Start—End Dates: Start Date 15 Sep 76;End Date 14 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 6-77-D-3
Summary of Project: The objectives of this project are: (1) to develop a consortium of prospective employers, vocational teachers, and guidance personnel to formulate viable placement and followup programs for the Lawrence Township Schools: (2) to initiate a job readiness and skill development profile system that indicates every vocational student's career objective, interest, aptitude, learning style, and job skill level of performance; (3) to develop a job bank inventory using placement data from a myriad of community agencies; (4) to initiate a placement and followup skill development need profile sheet in conjunction with job satisfaction worker need profile instrument; and (5) to formulate an ongoing followup system that provides for input data on mobility, stability, and advancement. The following basic data will be acquired from these areas: dropout-placement from job holding success factors; graduate-placement from job satisfaction and holding success factors; placement consortium from Employment Security Division job placements; and job mobility and training from job relationship factors. From this data information will be gained about program quality, dropout ratios, program completers, followup retention rates, salary increments, viability of placement job bank, and student mobility.

VTP-2690
Title: Self Improvement Course for Young Adults.
Principal Investigator: Grimes, Sharon
Recipient Institution: C. A. Prosser Area Vocational Center, New Albany, Indiana 47150
Start—End Dates: Start Date 1 Jan 76;End Date 1 Jun 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 39-76-C
Summary of Project: The project proposes to develop an eight-week self-improvement course for students in a public school. Objectives will be improvement in skin, hand, and nail care, cosmetic and grooming techniques, hair styling, diet control, wardrobe planning, manners, social etiquette, voice, diction, and personality development.

VTP-2691
Title: A Skill Catalog for Curriculum Evaluation and Student Placement.
Principal Investigator: Piper, Don
Recipient Institution: North Lawrence Community Schools, 620 H Street, Bedford, Indiana 47421
Start—End Dates: Start Date 30 Oct 76;End Date 30 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-10
Summary of Project: The project will develop procedures for the creation and maintenance of a catalog of skills needed by area industry and a computerized student data base containing the codes of the acquired skills. The project will also develop the programs and procedures for using the acquired data for curriculum evaluation and student job information. Procedures include: (1) using V-TECS material and coding organization as a starting point, initially involve all subject-area advisory committees in the determination of local skills to be cataloged; (2) elicit responses from selected local industry; (3) create initial catalog organization and contents; (4) write computer programs to create and maintain both employer and student data bases; (5) add area employer information to skill bank as received from local industry; and (6) update student files.

VTP-2692
Title: Career Education.
Principal Investigator: Corn, Melvin
Recipient Institution: Liberal Area Vocational Technical School, Box 949,

Liberal, Kansas 67901
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Kansas State Education Building, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: This project proposes to establish a K-9 Career Education service for Liberal, Kansas and six schools in the surrounding area. The service will provide participating schools with a career education consultant, instructional materials, and inservice training. The consultant will assist staff in designing a career education program appropriate for their school and community. Inservice training will familiarize teachers with career education philosophy, assist them in setting goals and objectives, and aid in identifying existing resources. The consultants will also provide participants with instructional materials, such as games and simulation activities, bulletin board suggestions, and other activities. A schedule of visitation will be arranged with each school to insure full utilization of the consultant services.

VTP-2693

Title: Career Education (Continuation).
Principal Investigator: Heim, Max; Jaragin, Garlan
Recipient Institution: Unified School District #308, Hutchinson, Kansas 67501
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: Plans to continue the Hutchinson K-12 career education project involve implementation of a more comprehensive program with emphasis at the junior high school level. Project features include minicourses in career information, career information centers, field trips and resource speakers, inservice workshops, and curriculum development. In addition, students will become involved in project discovery units, values development, interest testing, occupational research, and employment development. The career resource teacher will assist in classroom use of materials and curriculum development and maintain and distribute other resource material.

VTP-2694

Title: Career Education K-12 for Unified School District #457-Garden City (Continuation).
Principal Investigator: Good, Horance; Saunders, Bill
Recipient Institution: Garden City Unified School District #457, 211 Jones, Garden City, Kansas 67846
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Kansas State Education Building, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: Continuation of the Garden City K-12 career education program is proposed. The main purpose of the project is to provide students with a wide range of planned career education activities within each school in the District. In meeting this goal the project will continue to make use of team teaching, learning centers, mobility within classes, contracts, independent research, community tours, and community resource persons. The career education director will continue to participate in state-sponsored courses, workshops, and conferences. He will develop inservice training for each District school and will continue to teach or arrange for career education college credit courses for teaching staff. The director will also develop a system to disseminate career education materials to all teachers in the district.

VTP-2695

Title: Coordinated Educational Services (Media) for Vocational Education.
Principal Investigator: Lewis, Robert A.
Recipient Institution: Shawnee Mission Public Schools, Shawnee Mission, Kansas 66201
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Division of Vocational Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: The project proposes to develop various graphic aids that will assist all students in the selection of a more realistic occupational choice. These aids will be aimed at the secondary school population and will be usable statewide. A curriculum illustrator will: (1) design and develop illustrations, (2) work cooperatively with the vocational education specialist, vocational counselor, student services personnel worker, and teaching personnel, and (3) serve as a consultant working with other media specialists in the design and development of various aids.

VTP-2696

Title: DECO (Desarrollos En Carreras y Oficios).
Principal Investigator: Rocha, M. Christina
Recipient Institution: Southwest Kansas Area Vocational-Technical School, Dodge City, Kansas 67801
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: The purpose of the project is to inform Mexican-American people who cannot speak or understand English of job opportunities and vocational training in the state of Kansas. It provides information on training programs and sources of financial aid for training. Specific procedures will include: (1) translation of descriptions of 140 occupations; (2) translation of institutional and training programs; (3) materials reproduction; (4) resource councils consisting of people involved with the Mexican-American Community; (5) collecting information about financial aid; and (6) providing consultant help in using bilingual aids.

VTP-2697

Title: Development of Guide for Post Secondary Distributive Education in Kansas.
Principal Investigator: Hoffman, Kenneth; Martel, Ira
Recipient Institution: Emporia Kansas State College, 1200 Commercial Street, Emporia, Kansas 66801
Start—End Dates: Start Date 1 Jan 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Division of Vocational Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: This project will develop a planning guide for postsecondary distributive education for the state of Kansas. It will be developed for administrators and coordinators for use in the installation and revision of programs. Procedures will involve: (1) a review and appraisal of postsecondary distributive programs in Kansas; (2) consideration of the opinions of major associations that might cooperate in providing postsecondary distributive education; and (3) visits to postsecondary institutions in other states. These procedures will result in a rough draft of the planning guide which will be evaluated, revised, and distributed.

VTP-2698

Title: Developmental Career Education Project for the Southwest Kansas Area.
Principal Investigator: Estes, Eddie D.
Recipient Institution: Southwest Area Vocational Technical School, P. O. Box 1324, Dodge City, Kansas 67801
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Division of Vocational Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: This project proposes to continue to implement Project Discovery career exploration materials in the middle and junior high schools of Southwest Kansas. Goals and objectives derived from the U. S. Office of Education definition of career education were used as guidelines in developing learning activities in the form of career modules. These exploration modules are maintained and coordinated by a career materials coordinator. Career Exploration Materials Workshops provide teachers with instruction on how to implement the materials. After students complete the learning activities within each career module, growth is evaluated by criterion measure.

VTP-2699

Title: DOT Based Career Analysis for Teacher-Student Use - Part II.
Principal Investigator: Studyvin, William E.
Recipient Institution: Shawnee Mission Public Schools, Shawnee Mission, Kansas 66201
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Division of Vocational Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: This project proposes to research and compile occupational information by clusters, using a systematic procedure that will be acceptable and usable by teachers and students. A career guide will be developed for each cluster area. The guide will be consistent in format and information for all clusters, areas, and worker trait groups, and jobs will be structured for use in any size secondary school. Data and format will be culled from the following sources: The "Dictionary of Occupational Titles," "Occupational Outlook Handbook," "OVIS Guide to Career Exploration," and community career consultants.

VTP-2700

Title: Lawrence K-12 Career Education.
Principal Investigator: Knox, Carl; Ashby, Mary
Recipient Institution: Unified School District #497, 2017 Louisiana, Lawrence, Kansas 66044
Start—End Dates: Start Date 28 Aug 76;End Date 27 May 77
Supporting Agency: Kansas State Department of Education, Kansas State Education Building, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: The project proposes to establish a K-12 career education program in the Unified School District #497 of Lawrence, Kansas. Project objectives include the following: (1) to support continued efforts of programs that provide actual work experiences or specific skill training; (2) to increase joint counselor and career education staff efforts in providing career education information and career guidance to secondary students; (3) to assist teaching staff in career education curriculum development; (4) to provide teacher inservice, seminars, and workshops; (5) to increase public awareness of career

education; (6) to develop resource guides, materials, and media with a career education emphasis; and (7) to continue evaluation of both teachers and students.

VTP-2701

Title: Montgomery County Career Education Project (Continuation).
Principal Investigator: Brown, Thomas
Recipient Institution: Montgomery County Career Education Consortium, P. O. Box 586, Independence, Kansas 67301
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: The purpose for the continuation of this project will be to make career education available to students in the rural area of Montgomery County, Kansas by use of a mobile van unit which includes materials, equipment, and instructional supplies. A career education specialist coordinates all career education materials from school to school. The specialist is also involved in instructing teachers on the value and necessity of career education and on how it can be integrated into the regular curriculum. Education of the parents is carried out through special adult seminars coordinated through the educational activities of the two community colleges.

VTP-2702

Title: Planning a Pjlot Program for Career Guidance at the Post Secondary Level.
Principal Investigator: Elland, A. H.; Stringer, Jim
Recipient Institution: Hutchinson Community Junior College, 1300 North Street, Hutchinson, Kansas 67501
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: This project proposes to plan a method for determining the need for career guidance and education at the postsecondary level in the Hutchinson community and to develop support and procedures for meeting those needs. Objectives include: reviewing other career guidance programs, determining articulation needs, surveying community resources, identifying those in need of career guidance and providing the needed assistance, providing counseling, and developing a career education model for community colleges. Additional objectives involve development of financial plans, an assessment program, and an evaluation plan.

VTP-2703

Title: Project Success - Continuing Third Year of Operation.
Principal Investigator: Heinrick, Carl; Mangles, Don
Recipient Institution: Butter County Community Junior College, Box 888, El Dorado, Kansas 67042
Start—End Dates: Start Date 2 Aug 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: The project is a multifaceted approach to bringing about the educational and personal success of larger percentages of vocationally-technically disadvantaged and handicapped students enrolled at Butter County Community College. For the third year of operation, the project will continue with the following goals: (1) to incorporate basic language and math skills into the occupational curriculum; (2) to provide special instruction to those needing help in language and math skill development; (3) to work toward individualizing instruction; (4) to refine the use of media in instruction; and (5) to develop a better understanding of each student. New independent study units will include: math for nurses, units for physical science, health-related units for nurses, biology units, units for electronic students, placement and job units, and automobile mechanics units.

VTP-2704

Title: Regional Support System for Central Kansas Career Development Program.
Principal Investigator: Brooks, Dale E.
Recipient Institution: Central Kansas Area Vocational Technical School, 218 East Seventh, Newton, Kansas 67114
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Office of Career Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: A consortium of unified school districts will provide support to area teachers and administrators in the form of consultant help, staff development, curriculum development, resource evaluation, and field testing of "Project Discovery" prototypes. The intent of the program is to insure the infusion of those career development activities for grades K-12 that will equip all students upon graduation with increased self-awareness and career decisionmaking skills. Teachers will make use of such techniques as school-wide projects, class projects, field trips, speakers, and bulletin board displays. Inservice training in career education will be provided for teachers and counselors in the area. The project will sponsor at least two mini-conferences to exchange information among districts relative to program development. Communication and dissemination activities will increase community and parent awareness of career education objectives and activities. Continuation of a rotating schedule for the receipt and delivery of career education resource materials via the project van will be maintained.

VTP-2705

Title: Southeast Kansas Career and Vocational Education Education Service.
Principal Investigator: Perron, Janet; DeMoss, David
Recipient Institution: Southeast Kansas Regional Educational Service Agency, P. O. Box 37, Erie, Kansas 66733
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Kansas State Education Building, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: The Southeast Kansas Career and Vocational Service will continue to offer services to all regional schools in a nine-county region developing vocational programs, curriculum, work-experience programs, and vocational programs for the disadvantaged and handicapped. Other services offered include career education implementation, guidance and counseling services, and inservice workshops for teachers and administrators.

VTP-2706

Title: Special Vocational Program for Handicapped Students.
Principal Investigator: Fenley, Ray
Recipient Institution: Tri County Special Education Cooperative, Independence, Kansas 67301
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Division of Vocational Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: The project proposes to establish a vocational preparation and placement program for handicapped students. Specific purposes include: (1) providing a method of assessing a handicapped student's preferences, attitudes, aptitudes, and literacy level; (2) matching the student with the proper job; (3) prescribing an educational plan for the student to attempt to change undesirable work-related behaviors; (4) determining the job behaviors that are important to employers in the geographical area; and (5) providing employers with a pre-employment screening instrument to aid in selecting personnel for low or semi-skilled jobs.

VTP-2707

Title: 2-County Career Education Cooperative (Continuation).
Principal Investigator: Wright, O. Gene
Recipient Institution: Unified School District #461, Neodesha, Kansas 66757
Start—End Dates: Start Date 13 Apr 77;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Department of Vocational Education, Kansas State Education Building, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: A completely self-contained mobile classroom is being utilized to disseminate career planning information and services to the four unified school districts in Wilson and Woodson Counties. The facilities in the mobile unit supplement the opportunities in the project area in career awareness, career information, career planning, and career training information. Inservice training for school staff assists in the development of media for implementation of career education in the classroom. In addition, some vocational guidance orientation will be provided. Students in grades 9-12 will utilize the mobile classroom in connection with planning, developing, and managing their careers. Adults will use the facilities to ascertain career information relative to retraining or career changes.

VTP-2708

Title: A Two-Year Followup Look at 1973-1974 Kansas Vocational Completers and Felt Upgrading Needs.
Principal Investigator: Legg, Marilyn
Recipient Institution: Manhattan Area Vocational Technical School, Manhattan, Kansas 66502
Start—End Dates: Start Date 1 Jul 76;End Date 1 Mar 77
Supporting Agency: Kansas State Department of Education, Division of Vocational Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: This study proposes to do a two-year followup of 1973-1974 vocational completers from programs supervised by the Division of Vocational Education of the Kansas State Department of Education. From the Division of Vocational Education of the Kansas State Department of Education's computer tape list of 1973-1974 completers (N = 11,916), four stratified independent samples will be drawn, representing seven program areas. A survey of the samples will be conducted with a questionnaire that has been pretested on past vocational graduates of Manhattan AVTS. Returned surveys will be evaluated for the relationship of present job tasks to vocational training.

VTP-2709

Title: Validation of Computerized Record System.

Principal Investigator: Harris, Thomas O.
Recipient Institution: Kansas State College of Pittsburg, Pittsburg, Kansas 66762
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kansas State Department of Education, Division of Vocational Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: The purpose of this project is to validate the existing computerized recordkeeping system of the Kansas State College of Pittsburg's Department of Vocational Technical Education. The information contained in the system will be validated by: (1) cross-checking departmental records with the system; (2) validating courses used for purposes of certification by the respondents; (3) validating current personal information submitted by the respondents; and (4) validating certification status of the respondents.

VTP-2710

Title: Vocational Research Grant.
Principal Investigator: Preston, Wilma
Recipient Institution: Kansas Wesleyan, Salina, Kansas 67401
Start—End Dates: Start Date 2 Jul 75;End Date 30 Jun 76
Supporting Agency: Kansas State Department of Education, Division of Vocational Education, 120 East 10th Street, Topeka, Kansas 66612
Summary of Project: This project on the college undergraduate preparation of Kansas home economics teachers has three purposes. An investigation will be made to: (1) assess the needs of inservice education for teachers, (2) identify evidence to use as a basis for revising certification requirements for secondary home economics teachers, and (3) determine if the type of college attended has an effect on inservice education needs. The study will: (1) collect information from secondary economics teachers regarding their beliefs about the knowledge and skills needed to teach home economics; (2) reveal areas of need for inservice education programs; (3) provide a basis for evaluating and revising certification requirements; and (4) provide data to be used by colleges and universities for making curriculum changes in undergraduate home economics programs.

VTP-2711

Title: An Assessment of Vocational Education Needs of the Disadvantaged and Handicapped in Kentucky.
Principal Investigator: Bayne, Keith; Dillon, John, Jr.
Recipient Institution: University of Louisville, School of Education, Vocational Teacher Education, Louisville, Kentucky 40208
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kentucky State Department of Education, Bureau of Vocational Education, Frankfort, Kentucky 40601
Summary of Project: Specific project objectives include the following: (1) identify the number of people in Kentucky who meet the criteria for disadvantaged and handicapped; (2) identify those vocational education programs in Kentucky that address themselves to the handicapped and to the disadvantaged; (3) identify that portion of the target population that could benefit from vocational education; (4) compare supportive services provided for the target populations to those provided for non-target populations; (5) identify the extent to which present programs, services, and activities provided by Vocational Education and Rehabilitation have met the vocational needs of the target populations; (6) through followup data, determine the proportion of target population currently working in employment related to their training; (7) develop written recommendations; and (8) prepare detailed cost analysis regarding implementation of the above recommendations. The project will involve a sample survey of students and their teachers to determine the target population of disadvantaged and handicapped persons. A formula for projecting the target population to persons who should receive post high school vocational and rehabilitation training will be developed. Followup information of graduates of existing programs will be reviewed and synthesized to determine the effectiveness of present programs.

VTP-2712

Title: Evaluating Mini-Lessons on Video Tape for Use in Units of Instruction for Child Daycare Center Personnel.
Principal Investigator: Couch, Sue
Recipient Institution: University of Kentucky, College of Education, Department of Vocational Education, Lexington, Kentucky 40506
Start—End Dates: Start Date 15 Apr 76;End Date 30 Mar 77
Supporting Agency: Kentucky State Department of Education, Bureau of Vocational Education, Frankfort, Kentucky 40601
Summary of Project: The objective of this study is to determine the effectiveness of a series of video tape mini-lessons and colored slides which were produced in an earlier project. The research design is a quasi-experimental design known as the Non-Equivalent Control Group Design. Intact groups will be randomly assigned to treatment, and a pretest will be used to demonstrate group equivalence. The groups will be composed of day-care center personnel enrolled in units of instruction during the Spring of 1976. In the experimental groups, the teacher will use the video tape mini-lessons and slides as a supplement to the traditional instructional materials. In the control groups, the teacher will use only the traditional instructional materials. Evaluation will be based on posttest scores of student and teacher reaction.

VTP-2713

Title: Forecasting and Analyzing Needs and Barriers in Kentucky Vocational Education - Phase II (Continuation).
Principal Investigator: McClellan, L. Dean; Newton, Robert E.
Recipient Institution: Morehead State University, Morehead, Kentucky 40351
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Kentucky State Department of Education, Bureau of Vocational Education, Frankfort, Kentucky 40601
Summary of Project: The project goal for Phase II is to analyze existing and potential needs and barriers to vocational education regarding new and emerging occupations, elimination of discrimination, vocational staff development, and funding. The Delphi technique will be used to delineate phenomena to be encountered in the future. Specific objectives are: (1) to establish a statewide ad hoc planning committee to assist with the development and implementation of the system and instruments; (2) to develop and administer an instrument to determine existing vocational education program needs and barriers; (3) to forecast potential problem areas and needs in regular vocational programs; and (4) to transmit results to the Bureau of Vocational Education for duplication and distribution.

VTP-2714

Title: Identification of Professional Competencies Needed by Vocational Administrators in Kentucky.
Principal Investigator: Masterson, James
Recipient Institution: Eastern Kentucky University, Department of Industrial Education and Technology, Richmond, Kentucky 40475
Start—End Dates: Start Date 15 Aug 75;End Date 15 May 77
Supporting Agency: Kentucky State Department of Education, Bureau of Vocational Education, Frankfort, Kentucky 40601
Summary of Project: This study proposes to determine the specific professional competencies needed by vocational administrators, coordinators, and supervisors in Kentucky. The ultimate goal is to make available information necessary for the development of a competency-based certification program for vocational administrators. Upon completion of the study, a list of professional competencies needed by individuals who hold six vocational administrative positions in Kentucky will be provided, along with a V-TECS document which lists performance objectives, criterion-referenced measures and performance guides for the vocational education administrator in Kentucky. Basically, the project will follow a model established by the Vocational-Technical Education Consortium of States (V-TECS). Procedures will involve a literature review, development of a task inventory, submitting the inventory by mailed questionnaire to vocational administrators, analysis of the data, and writing and refining the final catalog of competencies.

VTP-2715

Title: AT LAST (Affective Training for Learning Affective Skills Today) (Continuation).
Principal Investigator: Elwell, Gary F.
Recipient Institution: Augusta School Department, Capitol Area Regional Vocational Center, Cony Street Extension, Augusta, Maine 04330
Start—End Dates: Start Date 30 Sep 76;End Date 30 Jun 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Division of Vocational-Technical Education, Augusta, Maine 04330
Summary of Project: Proposed for continuation is a project to develop an effective learning curriculum for Maine vocational education programs. Overall objectives of the project include: (1) creating awareness of the value of affective learning; (2) creating a student-oriented program through use of affective learning consultants; (3) providing an orientation to work that includes such issues as communication, problem-solving, and attitude and behavior skills; (4) training peer counselors in effectiveness skill development and job placement; (5) familiarizing parents with the affective issues involved in job performance; (6) creating an understanding by employers of the affective needs of new employees, (7) designing a replicable curriculum; and (8) conducting administrator and teacher training workshops for the replication of this exemplary program.

VTP-2716

Title: COPE (Career Opportunities Placement and Evaluation).
Principal Investigator: Helms, Carl H.
Recipient Institution: Biddeford School Department, Maplewood Avenue, Biddeford, Maine 04005
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04330
Summary of Project: The objectives of this proposed project are: (1) to compile, edit, and publish a job preparation curriculum suited to student and teacher needs in Maine; (2) to provide a comprehensive job placement service;

and (3) to assist other schools in Maine to initiate or improve a school-based job-placement program. In preparation for the job preparation curriculum, information will be collected from published material, resource persons in Maine, COPE Adivsory Committee, and student and staff experiences. Workshops will be conducted to demonstrate use of the materials. In providing the job placement service, the following activities will be conducted; job development job preparation classes, work samples evaluation and other testing, and collecting followup data. In addition, students will be informed of the hiring practices, needs, and occupational opportunities of business and industry and will be referred to job openings. Through presentations at Maine Personnel and Guidance Association Conferences and Workshops for Regional Vocational Centers and High Schools, the COPE experiences will be disseminated throughout the state along with the job preparation curriculum.

VTP-2717
Title: Development and Implementation of Research Activities for Vocational Education.
Principal Investigator: Muro, James J.
Recipient Institution: University of Maine at Orono, College of Education, Orono, Maine 04473
Start—End Dates: Start Date 1 Aug 76;End Date 30 Jun 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04330
Summary of Project: The purpose of this project is to initiate and facilitate research-based activities supportive of vocational-technical education in Maine. Specific functions of the Research Coordinating Unit will be: (1) to identify issues and problems facing vocational education and obtain occupational data for use in program planning; (2) to stimulate, coordinate, and conduct occupational education research and development projects and activities; (3) to increase interest and competence of researchers and maintain an inventory of occupational education research and development information; and (4) to disseminate information on the progress and applications of the results of occupational education research and development activities.

VTP-2718
Title: Job Development, Placement and Follow-up.
Principal Investigator: Larouche, James
Recipient Institution: Lewiston School Department, Administrative Offices, The Dingley Building, 36 Oak Street, Lewiston, Maine 04240
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04330
Summary of Project: Project objectives include: (1) implementing a supplementary career education curriculum geared to job retention skills; (2) developing an efficient means of identifying and assisting early school leavers; (3) sharing with other school systems a detailed procedural guide for working with the Maine Employment Security Commission: and (4) utilizing the world of work for learning experiences. To meet these objectives, job opportunities will be developed, students will be screened and referred, job performances will be monitored, and curriculum will be evaluated. A followup survey of Lewiston High School will be conducted, a career education curriculum will be implemented, and a job placement procedural guide will be published and disseminated.

VTP-2719
Title: Lewiston Modular Curriculum Development.
Principal Investigator: Jordan, Kenneth
Recipient Institution: Lewiston School Department, The Dingley Building, 36 Oak Street, Lewiston, Maine 04240
Start—End Dates: Start Date 1 Jul 76;End Date 30 Jun 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04330
Summary of Project: This project proposes to expand learning experiences to offer all students a full range of learning opportunities in the areas of essential job and postsecondary educational entry-level skills and knowledge. Specific objectives are: (1) to expand and implement individualized learning activity packages in all Trade and Industrial curriculum areas; (2) to initiate development and implementation of learning packages in business education, cooperative education, job placement, remedial reading, and social studies; (3) to sponsor teacher training and curriculum development workshops; (4) to provide staff assistance to other Maine Schools in introducing learning packages; (5) to expand employment of alternate learning activities and indepth learning packages; (6) to refine video productions; and (7) to publish the third edition of the Lewiston "Catalogue of Individualized Instructional Materials" containing a comprehensive listing of all program material for dissemination to other schools.

VTP-2720
Title: A Project for the Development of a Sound Filmstrip on the Career Education Program in Maine.
Principal Investigator: Caffarella, Edward P.
Recipient Institution: University of Maine at Orono, Instructional Systems Center, Orono, Maine 04473
Start—End Dates: Start Date 1 Jul 76;End Date 30 Oct 76
Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04330
Summary of Project: The project goal will be the production of a sound filmstrip describing career education programs in Maine. The filmstrip, approximately 30 minutes in length, will be accompanied by a cassette audio recording and a story board script. Fifteen copies will be provided. The initial stage will consist of concept identification and preparation and revision of the first draft. The visuals will then be collected, prepared, and photographed and the narration recorded. Review and revision will be followed by the transfer of slides to filmstrip and their duplication, duplication of the audio tape, packaging, and distribution. A team of four career development professionals will evaluate the production twice during its development and also its completion.

VTP-2721
Title: Resources and Procedures Applicable in Providing Placement Services in Secondary Cooperative Centers.
Principal Investigator: Overson, John
Recipient Institution: Southern Minnesota Cooperative Center, Wells, Minnesota 46097
Start—End Dates: Start Date 24 Aug 76;End Date 20 Jun 77
Supporting Agency: Minnesota State Department of Education, Division of Vocational-Technical Education, St. Paul, Minnesota 55101
Summary of Project: This project proposes to provide information and materials which address the situations unique to secondary cooperative centers in providing placement and counseling services. The project consists of two major components. These are: (1) developing and writing procedural manuals based on the experience of the staff members of the S.P.A.C.E. program site and (2) organizing, implementing, and evaluating a workshop which deals with providing job-seeking skills instruction and placement information to selected high school graduates. The three main objectives to be achieved are: (1) developing a handbook for providing career-related counseling services applicable to secondary cooperative centers; (2) developing a handbook applicable for use by job placement coordinators in secondary cooperative centers; and (3) planning and conducting a review or refresher workshop for students entering work following high school graduation.

VTP-2722
Title: North Dakota State Manpower Needs Survey. A Consortium Approach.
Principal Investigator: Smith, Joseph; Pederson, Tom
Recipient Institution: North Dakota Employment Security Bureau, Reports and Analysis Division, Bismarck, North Dakota 58505
Start—End Dates: Start Date 1 Sep 76;End Date 1 Jun 77
Supporting Agency: North Dakota State Board for Vocational Education, Research Coordinating Unit, 900 East Boulevard, Bismarck, North Dakota 58505
Summary of Project: A statewide employment survey will be conducted by a consortium of North Dakota State Agencies to provide current data for vocational education planning. Selected industries will be surveyed via mailed questionnaires. Survey methodology consists of a standard package developed by the Bureau of Labor Statistics, including sample selection procedures, structured questionnaires, and the computer systems for editing and compiling estimates of employment by occupation. Questionnaires will be mailed by approximately October 1976. A followup of nonrespondents will be conducted in November and repeated until all firms have complied. Estimates of employment by occupation within industries will be available to consortium agencies by May 1, 1977.

VTP-2723
Title: Teacher Assistant Training Project - Phase II.
Principal Investigator: Kaiser, Ronald
Recipient Institution: Clackamas Community College, 19600 South Molalla Avenue, Oregon City, Oregon 97045
Start—End Dates: Start Date 16 Aug 76;End Date 30 Jun 77
Supporting Agency: Oregon State Board of Education, Salem, Oregon 97310
Summary of Project: Clackamas Community College proposes to continue for the second year a model project to recruit, train, and place college students as teaching assistants to secondary vocational education teachers. Major goals of Phase II are: (1) to develop ongoing local financial and student support; (2) to refine the curriculum operational processes and procedures in light of discoveries made during the first year; and (3) to develop the program's general use potential, its transferability and transportability in the form of a programmatic package and staff outreach guide. Additional objectives of the project include refining the method of student teacher recruitment and the content and method of training, revising placement procedures, and improving the vocational education experience of both teacher assistant and high school student.

Project Title List (by state)

California	Effectiveness of a Systemized Approach to Using Career Tests and Resources.	VTP-2666
	Eureka: The California Career Information System.	VTP-2667
	Evaluating the Program Concept in Vocational Agriculture.	VTP-2668
	Model Student Placement Program.	VTP-2669
	Vocational Education System Evaluation Data.	VTP-2670
Florida	Establishment of CDS Demonstration Classrooms.	VTP-2671
	Evaluation of Manatee County Project Third Party ETS.	VTP-2672
	Supplemental Funds for Project "Model for Computerized District Comprehensive Follow-up Study." (D6-004)	VTP-2673
Indiana	Analysis of the Employment Needs for SBVTE Area Thirty-four.	VTP-2674
	Correlation of Local Employment Needs and Vocational Progress.	VTP-2675
	Creation of a Job Bank.	VTP-2676
	Description and Prediction of Success in Vocational Education.	VTP-2677
	Development of a Health Occupations Continuing Education Center (Continuation).	VTP-2678
	Development of Needs Assessment Model for IVTC.	VTP-2679
	Development of a Plan to Expand Present Placement System.	VTP-2680
	Development of a Regional Manpower Information System.	VTP-2681
	Diffusion of the Cost-Effectiveness System for Improving Secondary Vocational Program Management.	VTP-2682
	Identifying Innovative Approaches Increasing Female Enrollment in Vocational Education.	VTP-2683
	Initial Implementation of Job Placement Program.	VTP-2684
	Innovative Approach to Identifying Local Employment Opportunities for Students, An.	VTP-2685
	Manpower Needs Projection Data System.	VTP-2686
	Multi-Community Occupational Needs Survey, A.	VTP-2687
	Preparation of Slide Visuals for Vocational Educational Classes.	VTP-2688
	Project CONCERN.	VTP-2689
	Self Improvement Course for Young Adults.	VTP-2690
	Skill Catalog for Curriculum Evaluation and Student Placement, A.	VTP-2691
Kansas	Career Education.	VTP-2692
	Career Education (Continuation).	VTP-2693
	Career Education K-12 for Unified School District #457-Garden City (Continuation).	VTP-2694
	Coordinated Educational Services (Media) for Vocational Education.	VTP-2695
	DECO (Desarrollos En Carreras y Oficios).	VTP-2696
	Development of Guide for Post Secondary Distributive Education in Kansas.	VTP-2697
	Developmental Career Education Project for the Southwest Kansas Area.	VTP-2698
	DOT Based Career Analysis for Teacher-Student Use – Part II.	VTP-2699
	Lawrence K-12 Career Education.	VTP-2700
	Montgomery County Career Education Project (Continuation).	VTP-2701
	Planning a Pilot Program for Career Guidance at the Post Secondary Level.	VTP-2702

	Project Success – Continuing Third Year of Operation.	VTP-2703
	Regional Support System for Central Kansas Career Development Program.	VTP-2704
	Southeast Kansas Career and Vocational Education Service.	VTP-2705
	Special Vocational Program for Handicapped Students.	VTP-2706
	2-County Career Education Cooperative (Continuation).	VTP-2707
	Two-Year Follow-up Look at 1973-1974 Kansas Vocational Completers and Felt Upgrading Needs, A.	VTP-2708
	Validation of Computerized Record System.	VTP-2709
	Vocational Research Grant.	VTP-2710
Kentucky	Assessment of Vocational Education Needs of the Disadvantaged and Handicapped in Kentucky, An.	VTP-2711
	Evaluating Mini-Lessons on Video Tape for Use in Units of Instruction for Child Daycare Center Personnel.	VTP-2712
	Forecasting and Analyzing Needs and Barriers in Kentucky Vocational Education – Phase II (Continuation).	VTP-2713
	Identification of Professional Competencies Needed by Vocational Administrators in Kentucky.	VTP-2714
Maine	AT LAST (Affective Training for Learning Affective Skills Today) (Continuation).	VTP-2715
	COPE (Career Opportunities Placement and Evaluation).	VTP-2716
	Development and Implementation of Research Activities for Vocational Education.	VTP-2717
	Job Development, Placement and Follow-up.	VTP-2718
	Lewiston Modular Curriculum Development.	VTP-2719
	Project for the Development of a Sound Filmstrip on the Career Education Program in Maine, A.	VTP-2720
Minnesota	Resources and Procedures Applicable in Providing Placement Services in Secondary Cooperative Centers.	VTP-2721
North Dakota	North Dakota State Manpower Needs Survey. A Consortium Approach.	VTP-2722
Oregon	Teacher Assistant Training Project – Phase II.	VTP-2723

Organizational Resources

Curriculum Coordination Centers

EASTERN CENTRAL CURRICULUM MANAGEMENT CENTER

DELAWARE, DISTRICT OF COLUMBIA, ILLINOIS, INDIANA, MARYLAND, MICHIGAN, MINNESOTA, OHIO, PENNSYLVANIA, VIRGINIA, WEST VIRGINIA, WISCONSIN

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(217) 782-7084

MIDWEST CURRICULUM COORDINATION CENTER

ARKANSAS, IOWA, KANSAS, LOUISIANA, MISSOURI, NEBRASKA, NEW MEXICO, OKLAHOMA, TEXAS

Bob Patton, Director
State Department of Vocational and Technical Education
1515 W. Sixth Avenue
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NORTHWESTERN CURRICULUM COORDINATION CENTER

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SOUTHEAST CURRICULUM COORDINATION CENTER

ALABAMA, FLORIDA, GEORGIA, KENTUCKY, MISSISSIPPI, NORTH CAROLINA, SOUTH CAROLINA, TENNESSEE

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